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ABSTRACT

The narrative portion of this 1963 survey report describes the 2 communities (Pinetop and Lakeside, Arizona) involved in the school evaluation, the organization and administration of the school districts, the programs of education, the certificated and the classified personnel, the financial and business management of each district, and the plant facilities of the schools. Corresponding graphs, tables, and charts are interspersed throughout the report. The report also presents recommendations for the Pinetop-Lakeside schools in the foregoing areas. (JB)

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PINETOP-LAKESIDE SCHOOLS

REPORT OF SURVEY

JUNE, 1963

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THE SURVEY STAFF

Dr. Merwin Deeever, Director of Survey
Director, Bureau of Educational Research & Services
Arizona State University

Dr. Robert W. Ashe
Professor of Education
Arizona State University

Dr. Howard J. Demeke
Associate Professor of Education
Arizona State University

Dr. B. J. Fullerton, Chairman
Department of Secondary Education
Arizona State University

Dr. Harold B. Hunnicutt
Assistant Professor of Education
Arizona State University

Dr. Raymond E. Wochner, Chairman
Department of Educational Administration & Supervision
Arizona State University

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Mr. B. E. Snoddy
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Mr. Sam Jones, Principal, Pinetop
Mr. Verl Rhoton, Principal, Lakeside

ARIZONA STATE
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TEMPE, ARIZONA

June 8, 1963

TO: Board of Trustees
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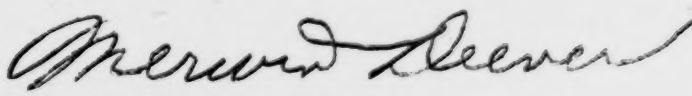
The members of the survey team submit this survey report for your careful examination and reference. This report presents recommendations which represent the consensus of the survey team after extensive study and evaluation.

The report presents analyses and recommendations for the Pinetop-Lakeside Schools in the areas of greatest significance, including the following: (1) district organization and administration, (2) the educational program for the elementary and secondary schools, (3) staff personnel, (4) finance and business management, and (5) school plant facilities.

The survey team had excellent cooperation from many sources during the study. The objective attitude of the people of the communities and their strong interest in education were particularly noteworthy. The assistance of all concerned is gratefully acknowledged.

The survey team believes that this report will be of significant value to the Board and the administration as they assume the responsibility for providing an excellent educational program for the Pinetop-Lakeside elementary and secondary schools.

Respectfully submitted,


Merwin Deever, Director

MD:pe

ACKNOWLEDGMENTS

It is impossible to recognize all those persons who have assisted in this educational survey but the survey team wishes to express appreciation for this assistance and to specifically acknowledge the following:

Mr. Sam Jones, Principal, Pinetop

Mr. Verl Rhoton, Principal, Lakeside

Mrs. Margaret Porter, Navajo County Superintendent

Faculty and Staff of Pinetop School

Faculty and Staff of Lakeside School

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CHAPTER I: THE COMMUNITY SETTING

The Pinetop and Lakeside communities lie in the southeastern corner of Navajo County. Neither community is incorporated but each is composed of a stable population during the winter months. Because of the beauty of the lakes, the tall pine and oak trees, and general attractiveness of the area, thousands of additional people come to the region during the summer months. Many of these families own cottages in the area and spend many weekends here throughout the entire year.

NAVAJO COUNTY

Navajo County, the fifth largest county in Arizona, lies in the northeast section of the State. As indicated, Pinetop and Lakeside are in the extreme southern end of the County which is approximately 50 miles wide and 225 miles long. A major portion of Navajo County is comprised of Navajo, Apache, and Hopi Indian Reservations. The Pinetop and Lakeside communities are adjacent to the Fort Apache Indian Reservation.

Population

Population in the County has increased steadily since it was established by an act of the Territorial Legislature on March 21, 1895. The U.S. Census Bureau shows population figures each decade beginning in 1910 as follows:

1910	11,471
1920	16,077
1930	21,202
1940	25,309
1950	29,446
1960	37,994

Economics

Agriculture. Historically agriculture has been the primary activity and source of income in Navajo County. There are many ranchers and cattlemen. According to information listed by the Arizona Development Board and the Navajo County Chambers of Commerce¹, the County in 1960 had

.....45,000 head of beef cattle.....100,000 head of sheep and lambs
.....10,000 head of horses.....600 milk cows (and) 25,000 laying hens.

The land is divided into 241 farms and ranches. This compares with 456 in 1954. Many of the smaller farms and ranches have been combining to make more economical units.

1

Navajo County, Arizona: Industrial and Commercial Summary, Navajo County Chambers of Commerce and Arizona Development Board, December, 1961, p. 6.

There are 6,000,000 acres of range land in the county, 12,000 acres of irrigated land and 6,000 acres of dry-land farming..... Crops grown are: corn...10,000 acres....; alfalfa...5,000 acres; small grains...500 acres; vegetables...700 acres.....

Natural and Mineral Resources

Navajo County is liberally endowed with pinon, juniper, and ponderosa pine. The presence of great forests has justified the building of a large pulp mill near Snowflake. This has had a favorable effect on economic trends and population development. A number of people who work at the paper mill in Snowflake live in the Lakeside-Pinetop area.

The County produces large quantities of minerals including, in order of value, uranium ore, stone, copper, sand and gravel, coal, gem stones, silver, zinc, and gold. Total values of such mineral production from 1955 to 1959 were:

1955	\$104,443
1956	\$793,823
1957	\$1,495,443
1958	\$2,253,126
1959	\$3,170,572

Retail Sales

Total retail sales in the County have increased rather regularly during the past eight years. Totals, however, represent a very small portion (approximately 2 per cent) of the totals for the State of Arizona. Figure 1 shows this gain since 1954 in Navajo County.

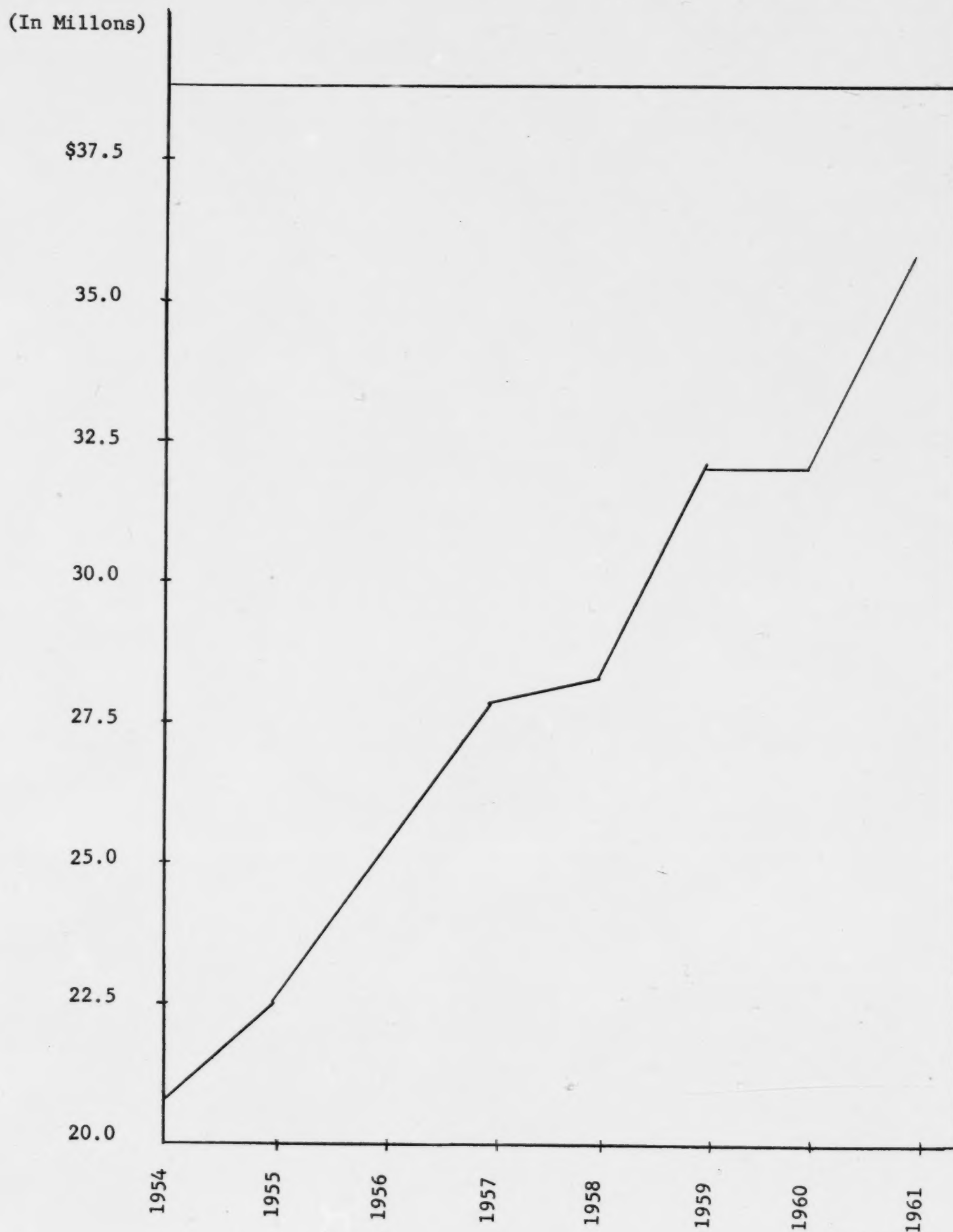


Figure 1. Retail Sales in Navajo County, 1954-61
Data from Valley National Bank, Arizona Statistical Review, Sept. 1962

PINETOP AND LAKESIDE COMMUNITIES

At the present time Pinetop and Lakeside represent two independent communities. However, their interests, their objectives, and particularly their desire for good schools are virtually the same. Development of attractive homesites lying between the business districts of Lakeside and Pinetop promise to merge the two communities within a few years. Another factor which virtually insures this merging process is the acquiring of 73 acres from the U.S. Forest Service for building sites for schools. The first to be built on the site will undoubtedly be a new six-year secondary school plant.

A search for information regarding the historical background of the two early communities produced a history of Lakeside, contained in the bulletin prepared for the dedicatory services of the Lakeside Ward, Church of Jesus Christ of Latter Day Saints.² The date associated with purchase of the land and initial settlement is 1906. It was in the fall of 1906 that the first school was started in Niels Hansen's "store house with Miss Lucille Foster as teacher. Five months of school was held this first year"³. The first school building was also referred to as a converted granary building built of logs.

Another document of considerable historical interest is an account of the development of the Wallace H. Larson Memorial Library. Mr. Larson, principal of the Lakeside School from 1925-42, and his wife, Augusta T. Larson, gave their personal library of valuable collections to the library which was to be available to local citizens as well as school pupils. Unfortunately, a fire in 1931 destroyed the building and contents. It was rebuilt and restocked with financial assistance from the Arizona Legislature in which Wallace Larson was previously a member and other civic minded individuals only to suffer another fire and destruction of library volumes in 1956.

Investigation by the survey team revealed that Pinetop was settled a little earlier than Lakeside. The settling and development of the two early communities is so similar, however, that no further elaboration will be made of the development of Pinetop.

Recent increases in the number of permanent houses in Pinetop and Lakeside are indicated by the number of electric meter installations from 1958-1962. Figure 2 shows the relative numbers of installations each year in Pinetop and in Lakeside. Totals in the two communities range from 466 in 1958 to 753 in 1962.⁴

²Lakeside Ward, Snowflake Stake. Church of Jesus Christ of Latter Day Saints, September 22, 1951, pp. 8-12.

³Ibid.

⁴Data furnished by Navopache Electric Cooperative, Inc., Lakeside, Arizona

No. of
Installations

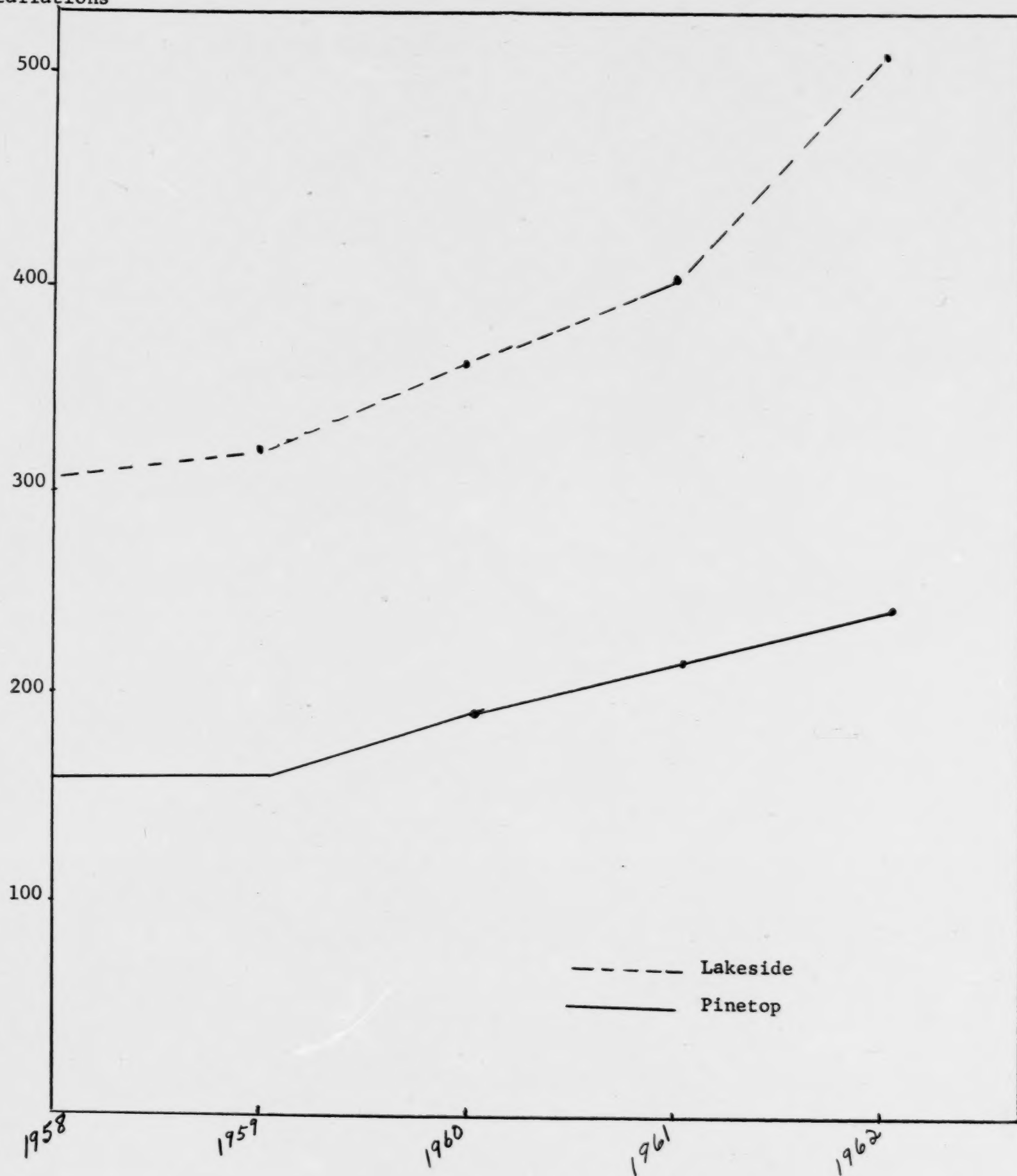


Figure 2. Electric Meter Installations in Pinetop and Lakeside, 1958-62

Postal receipts from 1958 to 1962 in Pinetop and Lakeside reflect the increasing trade and service activities in the area:

<u>Year</u>	<u>Pinetop</u>	<u>Lakeside</u>
1958	\$4,153.66	\$4,949.92
1959	4,520.84	7,712.56
1960	7,002.26	8,875.32
1961	9,306.69	10,506.00
1962	9,902.78	10,920.00

The pulp mill in Snowflake has increased interest in living in the Pinetop-Lakeside area. There has been an influx of people who want to live in this area and continue to work in Snowflake, Show Low, and McNary. Similarly, the area has much to offer in the way of opportunities. The forest service has opened a large area of forest land for homesites and is making available sufficient land to accommodate 200 additional homes.

The Pinetop and Lakeside citizens have made the important decision to combine their resources in a cooperative effort to support public education for elementary and secondary pupils. This is most commendable.

The following chapters of this survey report evaluate the present status of the various aspects of the school systems and describe recommendations which will assist in developing excellent educational programs.

CHAPTER II: DISTRICT ORGANIZATION AND ADMINISTRATION

This chapter describes the Lakeside and Pinetop Elementary School Districts and their recent consolidation, administrative organization, and recommendations for the immediate future.

ORIGINAL DISTRICTS

Lakeside Elementary District No. 16

Lakeside Elementary District, Navajo County, included approximately 67 square miles covering the lakeside community and surrounding territory. The District had an assessed valuation of \$1,606,237 in 1962-63 at the time it consolidated with Pinetop Elementary District #8. A tax rate of \$2.4061 per \$100 of assessed valuation was levied on property in 1962-63 to provide an educational program for its pupils. The membership on April 25, 1963, totaled 257 elementary pupils and 106 high school pupils. The number of high school pupils had increased approximately 150 percent since 1957-58. The educational program for the high school students has been provided with the special permission of the State Board of Education.

Members of the Board of Trustees at the time the Lakeside and Pinetop districts consolidated were:

Reed Heckathorne, President
C. A. Nordquist, Clerk
Tilden Wilbur, Member

Pinetop Elementary District No. 8

Pinetop Elementary District was adjacent to Lakeside Elementary District #16 lying somewhat to the south and east and covered approximately 15 square miles. This District had a total assessed valuation of \$1,180,828 in 1962-63. The tax levy on property was \$2.0972 per \$100. of assessed valuation in 1962-63. This provided an educational program for grades 1 - 8 totaling 136 pupils on April 25, 1963.

Board of Trustee members serving when the Pinetop District consolidated with the Lakeside District were:

Glenn Stockton, President
Jodeen Stephens, Clerk
Frank Crosby, Member

NEWLY FORMED DISTRICTS

Pinetop-Lakeside High School District

An excellent spirit of cooperation between the two Boards of Trustees and citizens in Pinetop and Lakeside was manifest in analyzing educational needs in the combined areas. Proximity of the two communities supporting separate

districts, both having small enrollments, gave evidence of the need for careful study.

Investigation into the background of the reorganized districts showed that a desire for consolidation dates back several years. Numerous discussions in and out of formal Board meetings pointed to the desirability of cooperation by the Lakeside and Pinetop communities in providing the best possible schools for their children. There was a general belief that both communities could work together and avoid unnecessary duplication of buildings and also provide better schools.

A vote by eligible voters in the two districts was called for November 14, 1962, to decide whether or not a union high school district should be formed. A union high school district in Arizona is one which encompasses two or more elementary school districts. With a total of 236 votes favoring and 12 opposing, this new district was to become operative on April 17, 1963, voters in the two elementary districts, Lakeside and Pinetop, created a new consolidated district. The union high school district having the same boundaries as the new elementary district was dissolved in accordance with ARS, 15-504, and a high school district was established. Furthermore, Board members elected for the new high school district on January 23, 1963, were not needed with the automatic dissolution of the union high school district.

A new board was elected on May 9, 1963, consisting of B. E. Snoddy, Elliott Kirkpatrick, and Tilden Wilbur. The district will be eligible for legal operation on July 1, 1963. Figure 3 shows the new Pinetop-Lakeside High School District.

Pinetop-Lakeside Elementary District No. 32

The consolidation of the Pinetop and Lakeside elementary districts became a reality on April 17, 1963, when eligible voters in the two districts cast their ballots on the question of consolidation. The final vote favored consolidation 197 to 18. The new Pinetop-Lakeside Elementary District currently has an assessed valuation of \$2,797,065 and a land area of approximately 82 square miles. The current pupil enrollment included grade 1 - 12 with a total of approximately 500 pupils. Of this number about 335 are in grades 1 - 6. The new Pinetop-Lakeside Elementary District covers the same area as the high school district shown in Figure 3.

ADEQUACY OF NEW DISTRICTS

The new elementary and high school districts shown in Figure 3 will be able to provide a better educational program than either of the former districts. Criteria used to determine the adequacy of a district are: (a) sufficient numbers of pupils to justify enough instructional and administrative personnel to provide a diversified curriculum for all pupils and (b) a tax base broad enough to provide this program economically.

The high school district is the key to the question of adequacy. Authorities consider that a high school must have at least 300 students to make it possible to provide a varied curriculum economically. Pinetop-Lakeside High School should have approximately 300 pupils by the 1964-65 school year in grades 7 - 12. By

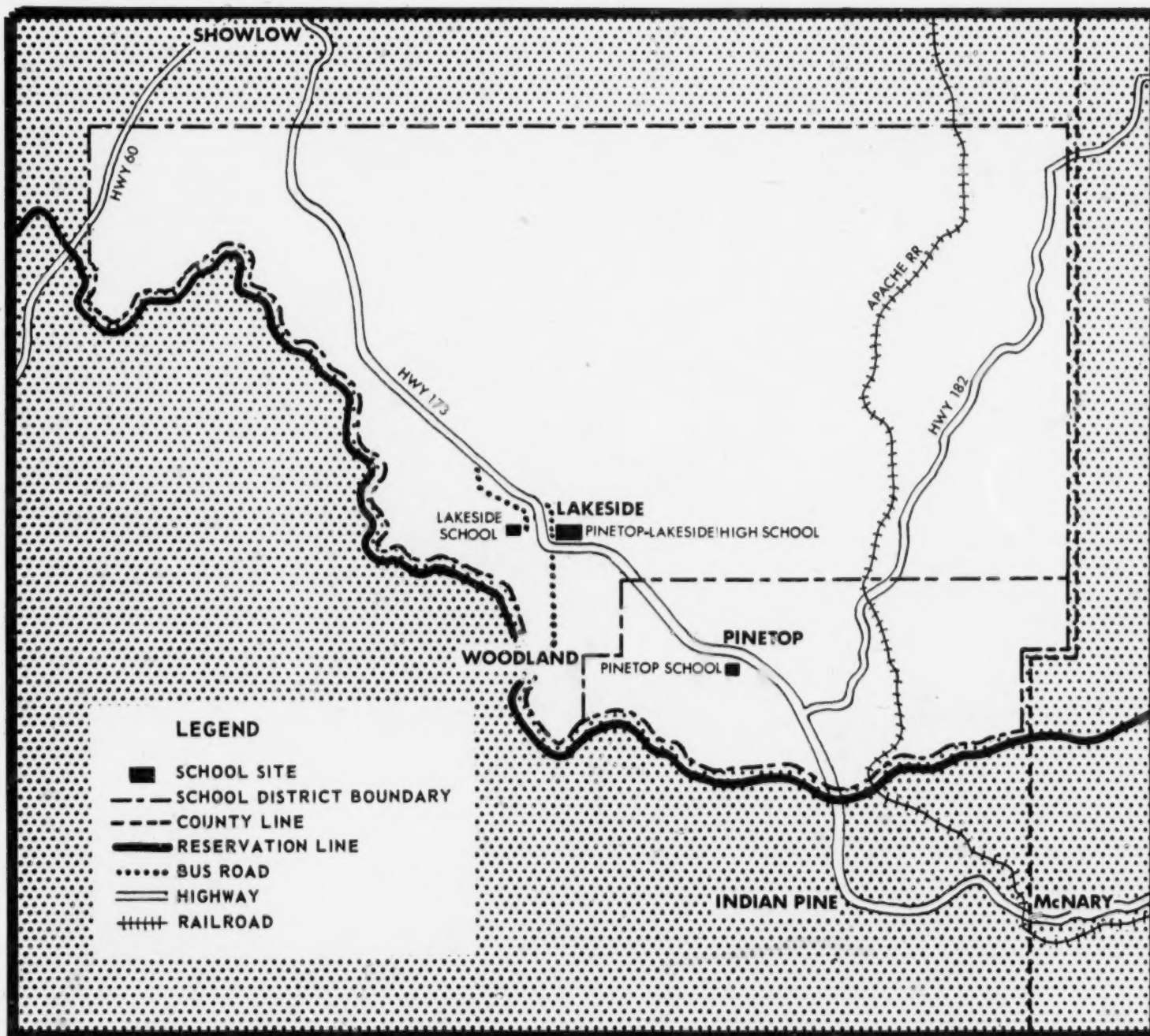


Figure 3. Map of Pinetop-Lakeside School District No. 32

1967-68 there should be approximately 400 pupils which will represent a more defensible minimum for planning an effective educational program.

ADMINISTRATIVE ORGANIZATION

Administrative Personnel

Another criterion often associated with adequacy of a school district is the nature of administrative organization. In the reorganized districts one Board and one superintendent will be responsible for the total educational program for grades 1 - 12. This is highly desirable because it provides for continuity in planning curriculum throughout the 12 years, continuity in the use and purchase of instructional materials, and continuous organization of counseling services and records from entrance to school to graduation from high school.

This in no sense means that such a district should have only one school administrator but rather emphasizes placing responsibility for educational leadership in one person. He will need assistants.

In the Pinetop-Lakeside District it is recommended that the superintendent devote full-time to administering the total elementary and secondary school programs. He should not have any regular teaching duties. During the 1963-64 school year his office will be in the Lakeside School, and during this year he can serve as principal of that school as well as the high school. A head teacher should be named to assist in the Pinetop School.

When the Pinetop-Lakeside High School plant is completed in 1964, the superintendent's office should be moved to this building where he can serve as high school principal as well as superintendent. At that time, a teaching principal should be appointed at Lakeside Elementary School. By 1967-68, assuming that enrollments reach 300 pupils in each elementary school, a supervising principal should be available to administer the two elementary schools at Lakeside and Pinetop. There should be a head teacher assisting him with administrative duties in one of the schools.

Internal Organization

The Lakeside and Pinetop schools in the past have operated with the first eight grades contained in the elementary schools. Grades 9 to 12 were offered at Lakeside. High school work has been available by special permission of the State Board of Education since 1919. The 8-4 organizational pattern is a typical arrangement for many school systems in Arizona. There are advantages and disadvantages to any organizational plan adopted. In projecting future financial and curriculum needs for the Pinetop-Lakeside Schools, there are distinct advantages in operating a six-year elementary and a six-year secondary school program.

Physical and social development is more pronounced in the average pupil at grade 7 than at grade 9. Psychologists often point to the fact that seventh grade pupils are more like high school pupils in terms of maturity than like elementary pupils. This has caused educators in many instances to group pupils of the seventh, eighth and ninth grades into junior high schools.

Another factor is the tendency for some to assume that a pupil has completed

his formal education when he finishes work in an eight grade school. Some research studies show that a six-year program planned for the high school holds more pupils in school through the upper high school years than otherwise. The survey team considers this an important objective toward which the Pinetop-Lakeside Schools should strive.

Another important reason for this recommendation is that such a plan of organization will relieve the immediate need for new buildings for elementary pupils in Lakeside and in Pinetop and at the same time will provide a more desirable number of pupils for which to plan a high school program. It was indicated earlier in this chapter that a recognized desirable minimum number of pupils for a high school is about 300, and the revised six-year secondary school should have approximately 300 by the 1964-65 school year when the new high school building is opened.

ADMINISTRATIVE PRACTICES

Educational leadership given by administrators in a school district is extremely important to the success of its educational program. The Pinetop-Lakeside Districts now have legal status, but how well their schools meet the educational needs of elementary and secondary school pupils depends on the vision, the understanding, and constructive planning of board members, administrators, and other professional personnel.

Efficient administrative practices require time for planning, organizing, and putting plans into operation. A full-time, non-teaching superintendent for administrative and supervisory duties will permit him to devote appropriate attention to these important responsibilities.

Board Policies

One of the first important administrative tasks for the new superintendent should be to assist the Board in assembling and developing a set of written board policies. Virtually no written policies were in evidence. Policies are needed to give continuity and stability to the decisions not only of the Board but also of the superintendent and faculty. Without such board policies regarding basic areas of the total district operation neither the superintendent nor the Board has tangible guidelines for decisions which must be made day after day. Even more serious is the likelihood that the absence of written policies may result in contradictory Board action and inconsistencies in school district operating procedures. The latter is unnecessary and unlikely if written policies are adopted by the Board and carefully administered by the superintendent.

Preparation of these policy statements should rest on Board action as determined by the minutes of past board meetings and discussions in board sessions. The superintendent should organize the policy statements under such general headings as the following:

1. Board Organization, Procedures, Functions, and Responsibilities.
2. Duties and Responsibilities of Certificated Personnel.
3. Duties and Responsibilities of Non-Certificated Personnel.

4. Policies Relating to Pupil Control.
5. Policies Relating to School Property.
6. Business and Operational Policies.
7. Salary Schedules and Payroll Policies.

These policies should give stability to educational and managerial practices in the new districts.

Board Minutes

Related to the task of preparing written board policies is the need to keep a systematic set of Board minutes. These records are extremely vital to the on-going operation of a school district. They provide a means for referring to past decisions by boards no longer serving and to incidents occurring too long ago to recreate from memory. There is no substitute for accurate Board minutes continuously maintained, and there is no excuse for failure to prepare them. Consistent with legal requirements and as an historical record, they are necessary.

Board minutes should always be prepared in duplicate, placed currently in a loose-leaf binder, but bound in permanent binding each five years. Final typing of the minutes should be so organized on each sheet that a policy which is adopted will be numbered and subheaded at the edge of the page for easy reference. One copy of the Board minutes should be kept in a fireproof vault at all times.

Supervisory Responsibilities

The administrator has a professional responsibility for assisting teachers with improving instruction and with their day-to-day classroom problems. He not only should be available "on call" when teachers wish assistance but should also make it his responsibility to confer with teachers about specific instructional procedures and curriculum plans. Generally, teachers appreciate this assistance and welcome it. The extent of this desire for professional assistance naturally depends upon the "team" spirit developed between the administrator and teachers and upon the quality of assistance he can provide when this is needed. When this cooperative relationship exists, there is a good chance that instructional improvement will result.

It has been recommended that the superintendent should not have any regular teaching duties. In spite of the fact that he will have many demands on his time, it is recommended that he devote from 40 to 50 per cent of his time to supervisory leadership. Unless he consciously plans for this time for the instructional program, other responsibilities and administrative details will consume most of his time.

A head teacher or teaching principal will find it even more difficult to find time to assist teachers. Careful planning of time, scheduling of faculty meetings, and securing of a substitute teacher periodically to teach for the head teacher or teaching principal should be tried in order to increase his usefulness as an instructional leader. In any event, he needs to capture time during the school day on occasions for supervisory purposes. This is desirable since as a general rule a teaching principal must handle administrative and

supervisory details after his teaching day ends. It is for this obvious reason that one of the teaching principals should be made a full-time supervising principal of the elementary schools as soon as the enrollment justifies it and such action is financially feasible.

SUMMARY RECOMMENDATIONS

The analyses described in previous sections of this chapter lead to several specific recommendations.

1. The superintendent of the Pinetop-Lakeside Districts should have no teaching duties but should have full time available for his many administrative and supervisory activities.
2. The superintendent should serve as principal of the Pinetop and Lakeside Schools during the 1963-64 school year. However, a head teacher should be named for the Pinetop School to provide on-site administrative assistance to teachers.
3. The office of the superintendent should be moved into the new high school plant when it is completed at which time a teaching principal should be provided in the Lakeside Elementary School.
4. By 1967-68, assuming that there are approximately 600 pupils in the elementary schools as anticipated, a full-time supervising principal for grades 1-6 should be appointed.
5. On the basis of analyses in this and succeeding chapters, the new high school should be planned as a six-year school for grades 7-12.
6. Written policies and regulations of the Board should be developed as soon as possible. They should be kept in a loose-leaf binder so that the set can be kept up to date with the adoption of new policies. Copies should be prepared in sufficient numbers that they will be available to each Board member, in the office of each school, and for reference by interested patrons.
7. Carefully prepared minutes of all Board meetings should be kept in duplicate. Periodically, the minutes should be bound. Organization of each set of minutes should be such that reference to policies adopted and other pertinent decisions can be made with facility.
8. The superintendent and administrative assistants should plan and organize their time so that they can devote a good portion of it to curriculum improvement and instructional leadership. Only by conscious effort in planning and inventiveness will this be possible.

CHAPTER III: THE PROGRAM OF EDUCATION

INTRODUCTION

The curriculum of the public schools generally includes all activities and learning experiences of children and youth within the proper jurisdiction and supervision of these American educational institutions. These usually include, but are not limited to, experiences more specially defined as basic and special skills, content subjects, social, esthetic, and physical areas of instruction.

The educational experiences are intended to achieve several purposes, each important in its own right. Most people would agree that a major purpose of public education in a free society is to meet the needs of all children and youth of school age, including adequate preparation for successful citizenship.

This major goal can perhaps best be attained through the provision of educational experiences intended to achieve a two-fold purpose: to enable each child to acquire the skills of mathematics, writing, reading, spelling, and speaking in accordance with his capacities and needs; and second, to help each child to develop functional use of these skills to the end that he is able to grow personally, culturally, socially, and better understand the world in which he lives. He will then be able to make a significant contribution to his community, his country, his family, and to himself.

In the secondary school the meeting of common needs is emphasized in required courses; the meeting of individual needs is provided for in elective courses and in adapting the content and instruction of required courses to the needs of individual students.

One of the important duties to be served by the educational survey is the provision of a detailed analysis of the curriculum in order that intelligent and cooperative planning of a strong educational program might be possible.

It is to be hoped that teachers, administrators, school board members, parents, and patrons will join together in a continuing effort to accomplish this always difficult but most important task.

PUPIL PERSONNEL

Introduction

Policies related to the administration of pupil personnel are very important in any public school because they affect the relationships between pupils and the educational program. Research and experience indicate the soundness of educational policies. However, teachers and parents often disagree concerning pupil personnel policy. The development of these policies by the parents, teachers, and school administration is one of the greatest needs in education today.

Age-Grade Status of Pupils

Point of View. The normal age range for entering the first grade in Arizona is five years eight months to six years eight months. However, the Arizona compulsory attendance laws are less demanding than in other states because (1) they only require graduation from the eighth grade or attendance to age sixteen, and (2) school attendance is not required until age eight. An analysis of the actual ages of children in most schools will not show a consistent pattern in terms of under-age and over-age pupils. Usually the over-age pupils will increase from the lower to higher grades. This is due to many factors, including promotional policies of the school and absences due to illness or transfer. These factors and others are very important to the administration and staff in planning and conducting the educational program.

Observations and Commendations. Complete age-grade data of the Lakeside School are presented in Table I. The percentages of over-age and under-age pupils did not deviate from the typical school system. The peak of over-age pupils normally is reached in the eighth grade and should diminish toward the twelfth grade due to normal dropouts.

Only one pupil in ten was over-age which indicated that the District followed a policy of advancing pupils regularly. The survey staff commends the administration on this policy. Data in Table I also indicate that only two pupils deviated by two years or more from the normal age for their respective grades.

Age-grade data for Pinetop Elementary School are shown in Table II. Approximately two pupils in ten were over-age. Only one pupil was two years over-age.

Conclusions and Recommendations. The policy of advancing pupils regularly should be continued and when retention is appropriate it should occur in the primary grades. An analysis should be made of age-grade data each year and special attention given to the over-age pupils to determine the best educational program for them. Conant suggests that no pupil be held back for more than two years in the first eight grades.¹

¹James B. Conant, Recommendations for Education in the Junior High School Years (Princeton, N.J.: Educational Testing Services, 1960), p. 28.

TABLE I
AGE DISTRIBUTION BY GRADES, LAKESIDE SCHOOL
1961-62

AGE	1	2	3	4	5	6	7	8	9	10	11	12	Totals	Age
5														5
6	7												16	6
7	25	9											51	7
8		20	6										40	8
9		1	28	11									28	9
10			2	25	1								32	10
11				2	30								28	11
12					2	19	7						39	12
13						4	25	10					24	13
14							6	13	5				39	14
15							1	7	25	6			18	15
16									6	8	4		25	16
17									4	15	1	6	10	17
18										1		9	1	18

TOTAL	32	30	36	38	33	23	39	30	36	19	20	15	351	
Under-	No.	0	0	0	0	0	0	0	0	0	0	0	0	
age	%	0	0	0	0	0	0	0	0	0	0	0	0	
Normal	No.	32	29	34	36	31	19	32	30	14	19	15	314	
	%	100	97	94	95	94	83	82	77	74	95	100	89.5	
Over-	No.	0	1	2	2	2	4	7	6	5	1	0	37	
age	%	0	3	6	5	6	17	18	17	26	5	0	10.5	

TABLE II

AGE DISTRIBUTION BY GRADES, PINETOP ELEMENTARY SCHOOL

1961-62

AGE	GRADE								total Age	
	1	2	3	4	5	6	7	8		
5	4								4	5
6	12	3							15	6
7		5	5						10	7
8		1	14	3					18	8
9			2	16	5				23	9
10				2	8	1			11	10
11					1	14	4		19	11
12						1	12	2	15	12
13							1	5	6	13
14								1	1	14
15								1	1	15
TOTALS	16	9	21	21	14	16	17	9	123	
Under-Age	No. 0	0	0	0	0	0	0	0	0	
	% 0	0	0	0	0	0	0	0	0	
Normal	No. 16	8	19	19	13	15	16	7	113	
	% 100	89	90	90	93	94	94	78	92	
Over-Age	No. 0	1	2	2	1	1	1	2	10	
	% 0	11	10	10	7	6	6	22	8	

A study of drop-outs is also recommended with special attention to the factor of over-ageness.

Grading and Promotion

Point of View. All parents want their children to succeed, however, pupils differ in their abilities to learn from organized school experiences. Teachers are compelled to use some system of grading pupils' progress. Grades and promotion are of interest to pupils, parents, and teachers, and either can create a relationship that is emotionally charged.

Observations and Commendations. Although the promotion policy was not written, practice has been of a positive nature. In both Pinetop and Lakeside an individualized approach was made to each retention case. The principal, parent, teacher, and pupil were involved in retention cases.

The retentions by grades and years for Lakeside Elementary School are listed in Table III. Approximately two per cent of the pupils were retained over a five-year period. Approximately 70 per cent of the retentions occurred in grades one through three. This reflects sound practice.

Grading and reporting procedures at both the Pinetop and Lakeside Districts were examined. Different report forms were in use. The grading system in each school was based on a 1-2-3-4-5 scale but grades were described differently.

Failures in the high school courses averaged approximately two per cent a year. The principal conferred with each pupil who failed a subject during a six-week period.

Conclusions and Recommendations. It is recommended that the staffs from both schools study the reporting system to develop a uniform reporting system within levels as soon as possible. The method of reporting should also be considered. Some school districts have found parent-teacher conferences very helpful in gaining parental cooperation and understanding of reporting systems and the educational progress of their children.

In general the unwritten procedure for promotion and retention were relatively consistent in Lakeside and Pinetop. However, a written policy would help both parents and teachers in their work with pupils and is recommended by the survey team.

Pupil Records

Point of View. Adequate pupil records are essential for individualization of instruction and guidance of each pupil. But the real value of a good pupil record system is attained when it is properly maintained, adapted to the particular school, and interpreted and utilized for the purpose for which it was intended. To be more fully utilized the records should be readily available to teachers and should be uniform in make-up in all schools within the district.

TABLE III

DISTRIBUTION OF RETENTIONS BY GRADES AND YEARS FOR
LAKESIDE ELEMENTARY SCHOOL, 1957-62

GRADE	1957- 1958	1958- 1959	YEAR 1959- 1960	1960- 1961	1961- 1962	TOTAL
1	2	2	2	0	0	6
2	0	2	0	0	1	3
3	0	1	3	0	0	4
4	0	0	0	0	0	0
5	0	2	0	0	0	2
6	0	2	0	0	0	2
7	0	0	0	2	0	2
8	0	0	0	0	0	0
Total	2	9	5	2	1	19
Total Promoted	167	161	165	210	216	919
Per Cent Retained	1.2	5.3	2.9	1.	.5	2.0

The most important pupil record is the individual file. This file should contain a cumulative record card as well as many other types of information. The cumulative record should be continuous during his school years and should follow the pupil when he transfers to another school. Not only the record of pupil achievement in each subject should be contained in the cumulative record but records of biographical data; results of achievement, aptitude, and intelligence tests; health information; immunization; outstanding achievements; extra-curricular activities; and other information needed for promotion, transfers, prospective employers, and institutions of higher learning should be contained. Supplementary information of particular value for guidance, such as, anecdotal data, examples of written work, and case studies also should be a part of the pupil's individual file.

Observations and Commendations. The survey staff obtained samples of all pupil records used in Pinetop and Lakeside schools. Pinetop was using a very good cumulative record folder. In each school certain areas of the cumulative record were not continuous and some pertinent information possessed was not recorded.

Conclusions and Recommendations. A uniform cumulative record system and fireproof storage facilities are needed in the District. Policies regarding the placement and use of records are also needed. Administrative procedure insuring that pertinent information be recorded in each individual file is needed. Care, however, must be exercised to avoid overloading teachers with clerical tasks.

SPECIAL EDUCATIONAL SERVICES

Guidance Services

Point of View. Guidance services are an integral part of the educational program. The services are organized to assist each pupil: (1) to develop according to his talents, abilities, and interests; (2) to develop learning skills necessary for future educational experiences; (3) to understand himself, his strengths and weaknesses; (4) to obtain knowledge of the world of work; (5) to develop skills in decision making which will lead to increasing independence; and (6) to understand the demands of society and his role as a contributing member.

Each teacher has a responsibility for the guidance program. As a member of the school staff he shares the mutual responsibility for helping each student to plan and carry out an educational program suited to his individual needs and interests. Teachers are aware that pupil problems of making intelligent choices and planning for the future become more complex as the pupil progresses through school.

The interrelatedness of the guidance and academic programs cannot be overstressed. Expansion of guidance services is not a panacea for the ills of an educational program. But, information obtained about pupils and the community should be used by the entire staff in the development of a curriculum and a climate conducive to the all-round growth and development of children and youth.

Observations and Commendations. The staffs of Pinetop and Lakeside schools are to be commended on the close pupil-teacher relationships that prevailed. As the student body and staff increase in number, attention must be given to preserving this fine relationship. Criteria of the North Central Association recommend that one counselor be provided for every 300 pupils. The projected enrollment of grades 7-12 in the Pinetop-Lakeside Schools would indicate that a half-time counselor would be warranted. The counselor would coordinate the guidance program in the District, grades 1-12.

Comprehensive information about students, organized for effective use, is essential to a guidance program. Provisions for obtaining information about pupils' home and family backgrounds were excellent due to the relationships between parents, students, and teachers in the community, however, all too often, the information was not recorded. Information concerning a pupil's physical and medical status, personal and social development, and results on standardized tests, though available in many instances, also were not recorded.

The records at each school were available for use by teachers but the confidential nature of the material was not adequately protected. Follow-up studies of graduates were not available.

Conclusions and Recommendations. A part-time counselor should be employed. For the next two years this person might devote half-time to teaching. The counselor's major responsibility would be the organization and coordination of guidance services in grades 1-12. Emphasis should be placed on the development of an adequate, uniform, up-to-date record system, as well as developing testing and counseling programs for the school systems.

Care should be exercised to avoid unnecessary duplication of records and over-loading of teachers with clerical tasks.

Steps should be taken to preserve the close pupil-teacher relationship that presently exists. A home-room or core class would be helpful in preserving this relationship.

Health Services

Point of View. Many small schools have developed good relationships with county health units and have obtained excellent services. A good health service is an excellent means of teaching good health. Activities should be provided to increase the pupil's understanding of health, to develop more favorable attitudes toward health, and to produce desirable behavior in health and safety practices. Where health services are inadequate, shortage of funds is often the excuse. Many times, however, the reason for inadequate services is the school's failure to realize the size of the responsibility for health that is assumed when large numbers of pupils are brought together into congested school living. The best health services will be realized when the home, school, and community attack the problems cooperatively.

Observations and Commendations. Pinetop and Lakeside schools utilized the services of the County Health Nurse. The County Health Nurse administered screening tests and recorded the results (on the cumulative folder) at the Pinetop School (1962-63) for hearing impairment in grades 1-4, and for vision impairment in grades 1-2. The health appraisal services of the County Health Nurse were evaluated as satisfactory by the administrator at the Lakeside School.

Teachers played an integral part in the health services. Due to the close pupil-teacher relationships that existed in both schools, teachers understood the health status of each pupil and were able to make necessary adjustments in the school program in terms of the health needs of each pupil. Procedures were developed at each school aimed at the prevention and control of communicable diseases and emergency care for students who become ill or are injured at school. Each classroom at Lakeside School was equipped with first aid supplies.

Efforts to encourage healthful school living involved everyone at the two schools. They included measures to insure a safe, healthful and attractive school environment. Handwashing facilities--including hot water, soap, and towels--were available and utilized in the washrooms at each school.

Conclusions and Recommendations. The following recommendations are made as a result of the survey:

1. Procedures should be developed to insure the recording of pertinent health information in each pupil's folder.
2. Yearly physical examinations should be required of all students, especially if the physical education program is expanded.
3. A closer working arrangement with the County Health Nurse is needed to provide screening tests at proper intervals.

Student Activity Program

Point of View. If schools are to perpetuate our democratic form of government, they must provide maximum opportunities for pupils to develop democratic concepts and leadership abilities. Democracy must become a functional part of individual behavior if it is to survive. One of the chief ways of developing democratic behavior is through a well-rounded student activity program.

Observations and Commendations. The student activity program at Lakeside received active support and encouragement from members of the school staff, parents, and other members of the community.

The close pupil-teacher relationship found in the classroom was also present in the activity program which sought to make every student and teacher feel himself a part of the total school life.

The student activity program received its unity through the student

council, yet the identity and responsibility of the separate activities were not lost. Regular time and place of meetings were scheduled for each organization.

The survey team commends the Lakeside School for the opportunities it provided pupils to participate in the management of activities. This, however, may be a result of necessity rather than design due to the limited time the staff had available to devote to student activities.

The extent of a student's participation in activities was not recorded in his file. Evaluation and improvement of various activities were hampered by the absence of adequate records.

The student council was considered to be an example of a functioning democratic group and provided an opportunity for all pupils to participate in a representative form of government. Officers, elected by the entire student body, were required to be members of the junior or senior class.

Students participated extensively in the planning and preparation of a yearbook and a monthly newspaper. The publications had wide circulation in the school and community, but were hampered by the amount of time faculty sponsors could devote to the activity and the absence of a suitable place to work.

Lakeside School lacked assembly facilities. Pinetop Elementary School had adequate facilities for assemblies.

Approximately 35 per cent of the student body of the high school participated in band or choir. The scheduling of the extra-class music activities was coordinated with the out-of-school interests of students. The school is to be commended on the interest in, and appreciation of, the music activities shown by students--participants and non-participants.

Students participated extensively in the planning of the social activities of the Lakeside High School. However, more students could benefit from participation.

School clubs, organized whenever sufficient student interest and need prevailed, provided an excellent supplement to the regular classroom offering.

Physical activities were provided only for boys. While 60 per cent of the boys participated in each of the fall sports, football and basketball, only a total of 35 per cent participated in the spring sports of baseball and track. Intramural physical activities were lacking for both boys and girls. A letterman's club and pep club were open to students who were qualified to participate.

Financial support for student activities was secured from District funds, admissions charged for athletic events, and class fund-raising activities. A special student activity fee was not charged. The treasurer for the school activity funds was not adequately bonded.

Conclusions and Recommendations. An evaluation of the student activity program indicates that the following recommendations should be made:

1. Professionally trained specialists in physical education should direct the physical education program, including interscholastic athletics.
2. Intramural physical activities should be offered for both boys and girls.
3. Encouragement should be given to needs and interests for additional clubs. These clubs should grow out of or be related to classroom activities.
4. Student activities in dramatics and speech are needed.
5. Adequate records of meetings of various activities should be maintained in order to evaluate and improve each activity. The degree of student participation in activities should be recorded in his file. A master calendar of school activities should be available and prominently displayed.
6. Adequate facilities are needed for many activities.

Instructional Materials Services--Library and Audio Visual

Point of View. The development of new devices in the recording and communication of ideas has caused many schools to integrate the services of the library and audio-visual materials into a unit called the instructional materials center. The library has been referred to as the heart of the educational program. This reference is far more appropriate when applied to the instructional materials center whose major purpose is to fulfill the objectives of an educational program by providing a variety of materials for use by teachers and pupils.

Many materials are of value to many subject areas and should be controlled so that they are available to all persons needing them. The distribution is handled by the instructional materials center. This does not mean permanent centralization but instead it is planned use of services and resources which will mean greater availability and use.

The instructional materials center stresses service--service to help pupils and teachers select, obtain, utilize, and develop materials.

A qualified instructional materials coordinator is a necessity although a rarity. Many small districts have selected an established and experienced teacher to take special work in the field of library science and audio-visual services.

The physical setting of an instructional materials center is complex. There must be conference space, shelves, reading tables, storage space, and work rooms but there also must be an attractive and wholesome atmosphere that will invite serious research and browsing. Effective utilization of materials and enjoyment of the media are indicative of a good school program and faculty.

District owned textbooks, audio-visual equipment and instructional

supply service are normally the responsibility of the instructional materials coordinator.

Observations and Commendations. At the present time the Lakeside school library is a part of the Wallace H. Larson Memorial Library.

One teacher was assigned to library duty for approximately twelve hours per week. Two student assistants--one in library and the other audio-visual services--served on a voluntary basis.

The District is to be commended for providing \$2500 for the purchase of books during 1962-63. Only \$350 was allotted for the purchase of books in 1961-62. Recommendations on expenditure per pupil in Standards for School Library Programs indicate that schools having 250 or more students should allot at least \$4.00 to \$6.00 per pupil per year. Based on the 1961-62 enrollment the Lakeside District should have spent between \$1400 and \$1600 by the above standard. The cost of encyclopedias, dictionaries, magazines, newspapers, rebinding and supplies was not included in the above estimates.

High school teachers were more effectively involved in the selection of materials that were elementary school teachers.

In classifying, cataloging and processing of materials the following inadequacies were noted:

1. Books, periodicals, pamphlets, and audio-visual materials were not organized for effective use. Many books were not catalogued.
2. The card catalogue, accession book and shelf list files were not up to date.

The instructional materials in the library were not available to students and teachers before school, or continuously throughout the day. Only on two days per week were students allowed access to the library from 2:30 p.m. until the close of school.

Volumes of encyclopedias were found scattered about different rooms and although each classroom was supposed to have a set it was difficult to find a complete set. Many textbooks in both schools were in need of repair. Audio-visual equipment was repaired when needed; no periodic inspection was provided.

The Lakeside District is to be commended on providing periodicals to meet student needs and interests.

The physical facilities of the library were inadequate. Furnishings such as adjustable shelving, tables and chairs, charging desk, dictionary stand, card catalogue cases, vertical file cabinets, bulletin boards and display cases did not exist. Audio-visual equipment was adequate and in good condition at both schools.

Each classroom at the Pinetop Elementary School had its own library. Teachers indicated that a high degree of cooperation existed in the sharing of instructional materials.

Conclusions and Recommendations. An instructional materials coordinator is needed at least half time to enable the District to organize an instructional materials center. The coordinator should have District wide supervision and control. Procedures will need to be established for the entire district in keeping with the needs and interests of the elementary schools and the high school.

All instructional materials of permanent value should be accessioned classified, and catalogued regardless of where they are housed. Instructional materials should be classified and the card catalogue maintained. Information about the acquisition of materials should be kept in an accession book. All pamphlets, magazines, and ephemeral material should be organized for effective use.

After the present books have been classified, the distribution of titles should be compared to the distribution recommended in Standards for School Library Programs. Additional purchases should follow suggested standards.

It is recommended that plans be made to establish a separate school library that would be under the control of the coordinator, supported by a "library committee" of teachers. The physical setting of the present library could be improved.

THE ELEMENTARY SCHOOL PROGRAM

Introduction

In our American society the elementary school is an institution wherein all children have equal opportunities to acquire the skills and knowledge which are considered essential to all.

Historically our American forefathers recognized the need for an enlightened and literate citizenry, and provided schools to assist in achieving this goal. They attempted from time to time to evaluate the work of their schools--even as their more responsible descendants do today.

The purpose of this portion of the chapter is to report on the status of the instructional program, grades 1 - 8. The method of reporting was designed to provide an over-view of the major areas of the curriculum being offered to pupils attending Pinetop-Lakeside elementary schools.

Arithmetic

Point of View. Emphasis in all instruction is on accuracy, meaning and speed in oral and written computation. Instruction is adapted to individual differences, provision is made to meet current needs, while preparing children for future mathematics needs in school and adult life.

In the primary grades manipulative techniques are used to introduce number concepts and quantitative imagery--in order to develop skill in the fundamentals of addition, subtraction, and numerical relations. Progress is guided toward a growing knowledge and mastery of multiplication, division, and simple fractions, as pupils progress upward through the grades.

The goal for each child is an effective working knowledge of arithmetic, taught in a manner which will encourage the development of logical reasoning methods, and ever mindful of the practical value of such knowledge in modern living.

Observations and Commendations. Pinetop and Lakeside schools provided organized programs in arithmetic from grade one through grade eight. Although some shortages were noted, particularly at Lakeside, children were provided with textbooks and other instructional materials, including district-purchased workbooks. In addition, a number of teaching devices were observed in the classrooms of both schools. These included the abacus, number charts, flash cards, place-pocket charts, compasses, and the like. A few supplementary arithmetic books were also observed.

A number of teachers in both schools expressed some dissatisfaction with the major textbook series in arithmetic. This could mean that they were familiar with other texts which they preferred, but did not have

available. It could also mean that they had not made full use of the teacher's guidebook which was designed to assist them in their efforts to plan and present a richer program of arithmetic instruction. It could also mean that, in this situation, the books were inadequate.

It was noted that the administrator in each school had made a real effort to help teachers to obtain needed equipment and materials with which to broaden the teaching of arithmetic and other subjects.

Conclusions and Recommendations. The basic arithmetic program was essentially the same in Lakeside and Pinetop, including the provision of the same texts and supplementary workbooks. This pleasant coincidence should be preserved and enhanced in a number of ways. A complete written inventory of other existing devices and materials used in the arithmetic program would, when made available, suggest additional teaching approaches. Other equipment and supplies could then be added to existing units in order to provide each teacher with a more varied supply of tools with which to enrich the instructional program in arithmetic.

The provision of individual workbooks supplementing the basic textbooks is commendable and should be continued at all grade levels. In addition, a concerted effort should be made to provide supplementary textbooks in adequate quantity. A number of excellent arithmetic texts in series are available in today's market. It is recommended that budgetary provisions be made to purchase small quantities of such books for each grade level just as supplementary textbooks are provided in reading.

Periodic faculty discussions of the aims, objectives, teaching techniques and devices, identified in the teachers' editions of the basic arithmetic textbooks, would probably result in staff growth through improved understanding of these vital areas of the curriculum.

Health and Physical Education

Point of View. All physical education experiences foster attitudes and concepts which stress desirable health habits, effective followership in cooperative play, and the development of effective leadership skills and sportsmanship.

The program progresses from the simple to the complex. Starting in the primary grades with relatively simple organized games which emphasize motor skills, the curriculum progresses to highly organized and complex games and activities in the upper elementary grades. Adequate provision is made for the teaching of specialized skills and the development of individual abilities.

Health and physical education instruction include participation in a varied program of activities which develop personal health, stature and rhythmic motor skills. These activities are designed to meet the physical, health, safety, and recreational needs of all children.

Observations and Commendations. Health and physical education instruction were provided on a limited basis at all grade levels at

both Lakeside and Pinetop. Both schools provided the same series of textbooks in Health Education for all grades. These books are excellent, particularly when used as suggested in the fine teacher's manual which accompanies the series.

Limited playfield facilities, particularly at Pinetop, plus the absence of special teachers, greatly limited the physical education program. The absence of a school nurse or health education consultant likewise handicapped the program of health education. Noticeable efforts were being made by individual staff members to improve these program offerings, but with varying results.

Conclusions and Recommendations. Specialized instruction should be provided in physical education, particularly in the middle and upper grades. In addition, some means should be provided to give in-service instruction to all classroom teachers, particularly at the primary level so that a clear distinction is made between "physical education" and "recreation."

Members of the teaching staff might profitably engage in a cooperative and extended in-service study of health education. The addition to the staff of classroom teachers having a background of training in health education would be a great asset, as would the services of a trained nurse, even for part-time service.

If the school district elects to continue to operate the Pinetop School on its present site, immediate steps should be taken to improve the school grounds and playfields to permit a better program of physical education to function. The present site is definitely sub-standard. (See section on Plant Facilities.)

Both health instruction and physical education should be carefully planned and regularly scheduled in the curriculum at all levels. These programs should also be periodically evaluated by the entire staff, with the results duly reported to the Board.

Arts and Crafts

Point of View. Arts and Crafts instruction is designed to achieve several purposes, including the development of skills necessary to effectively participate in appreciative and creative art experiences. It should contribute toward meeting the esthetic needs of individuals, while providing opportunities to engage in personal creative expression--using a wide variety of art materials.

Art instruction promotes the development of understandings and appreciations as they relate to living in the home, community and the world. Whenever possible art instruction is related to--or integrated with--other instructional areas of the curriculum. Pupils study art as an expression of their own culture, as well as the expressions of other cultures, past and present.

Indeed, the study of man's history and his civilization(s) is quite impossible without a heavy reliance on the study of man's artistic pursuits and achievements.

Observations and Commendations. Although some evidence of art instruction was noted by the survey staff, this area of instruction is perhaps the weakest in the curriculum, particularly at Lakeside.

Little evidence was noted in bulletin board displays, in pupils art exhibits, or in instructional practices, that a program conducive to the promotion of good art education was being offered. A few teachers were making sincere efforts to provide art experiences for their pupils but, on the whole, there appeared to be a lack of art media, equipment, and qualitative art instruction. Crafts instruction was largely non-existent.

Conclusions and Recommendations. Pupils should be given more opportunities to participate in art activities directed by the teacher, as well as activities that are largely creative on their part.

Members of the administration and the teaching staff could well devote some time and attention to a program of in-service education in art instruction and history under the direction of a qualified staff member or, preferably, a trained professional consultant from one of Arizona's institutions of higher learning, or a commercial source.

The district should supply a greater variety of art materials for classroom use. Collections of full-color copies of art masterpieces are available at reasonable cost. The collecting, mounting, and exhibiting of such collections could easily become a rewarding project for a class under the direction of an interested teacher. Art media could include crayon, chalk, pencil, ink, brush and finger paint, paper, paper pulp, cardboard, leather, fibers, wood, metal, plastics, clay, soap, and plaster. Activities could include drawing, painting, lettering, studies in basic design, and color harmony, and manipulative skills--and should include both directed and creative experiences.

Properly understood and implemented, art education is not a "frill". It is a rich, varied, and important route to learning about man's highest achievements on earth. There was some evidence noted which indicated that a number of teachers were reluctant to pursue art instruction in depth. It appeared to the survey staff that this may have been due in part to the low esteem in which they felt the community held the teaching of art. If true, every effort should be made to develop a more realistic understanding and appreciation of the role of art in education, in history, and in modern life. Man does not live by bread alone--particularly in today's fast changing world. The geographic area in which Pinetop-Lakeside schools are located offers rich opportunities for developing appreciation and understanding of the aesthetic in nature's own beautiful laboratory.

Language Arts

Point of View. The language arts program includes instruction in written language, reading skills, spelling, handwriting, and oral communication--including speaking and listening. All instruction is aimed at improvement of thinking abilities and the successful application of communications skills, including reading, as tools to be used in the achievement of educational success for the individual pupil. Such success

will, of course, also result in the success of the total school program in the language arts.

Written language includes purposeful writing activities which consist of (both) formal skills and opportunities for creative expression. Spelling and handwriting instruction stress legibility, good form, accuracy and speed in all written work. Reading instruction is primarily concerned with the preparation of pupils in basic reading and study skills, plus the development of interest and appreciation in fine literature. Meaning, interpretation, understanding, and appreciation are emphasized. Effective communication is continuously taught as a key to effective living.

Observations and Commendations. There was evidence to indicate that the programs of reading instruction in both Lakeside and Pinetop were well organized, structured and sequential. Both schools utilized a dual approach to reading instruction in the primary grades, providing text-workbooks which emphasize phonetic skills, as well as others which introduce other skills of word analysis and attack. This type of program should be continued.

Textbooks and supplementary books were provided in reasonable quantities in the field of children's literature, including poetry and prose. Classrooms at the Pinetop School contained individual book collections which, in most cases, were well balanced in terms of variety of interest and subject matter, as well as range of reading difficulty. The limited availability of special library services at Lakeside should be noted. This program should be given careful professional attention and continuous financial support. Indeed, school library services can become the lifeblood of a quality program of education.

There was some evidence noted that penmanship was being effectively taught, particularly in the lower grades, where the results of practice activities were frequently observed. Some writing activities were also observed which indicated that pupils were being encouraged to think clearly and express themselves effectively. Emphasis varied in both areas, however, from classroom to classroom.

The absence of suitable facilities tended to greatly limit opportunities for providing a comprehensive program of oral language instruction. Nevertheless, the survey staff noted that many teachers were providing opportunities for individuals to develop speech skills in the classrooms through the presentation of reports, oral readings, and question-and-answer sessions. In addition, several teachers consciously tried to exemplify in their personal speech good standards for their pupils.

In spelling, an organized, textbook-centered program was observed. Regular periods of spelling instruction were scheduled at all grade levels. In several classrooms there was evidence to indicate that regular spelling tests were administered following a planned sequence of instruction. These tests were, in turn, being followed by re-study and discussion of words previously misspelled. There was less emphasis given to spelling instruction in some classrooms than in others. (This was also true in several other instructional areas.) The availability of dictionaries in most classrooms was adequate--a valuable "plus" factor.

Conclusions and Recommendations. Pupils in Pinetop and Lakeside schools were receiving planned instruction in most language skills including reading, penmanship, oral and written communication and spelling. Children's literature, including poetry, was regularly introduced into the instructional program and a limited but selected supply of books and periodicals was available to pupils for their use in school or at home. (Several recommendations pertaining to library materials and services may be found in another section of this chapter. See "Instructional Materials Services".)

The teaching staff should be encouraged to provide a greater variety of written language opportunities for pupils. These would include original and creative writing--including poetry, letters, invitations, announcements, plays and stories. Such writing activities permit the teaching of functional grammar and punctuation while permitting each child to grow in the mastery of written language skills. Care should be taken to present these activities and others, such as outlining, note taking and summarizing, at appropriate grade levels in order to educate and to encourage growth, rather than to induce undue frustration or failure. English textbooks provided in both schools tend to support this recommendation when regularly and properly used. Instructional procedures should also include provision (a) for the diagnosis of individual difficulties, (b) making effective use of standardized tests and, (c) teacher guidance in the improvement of writing skills.

Oral language instruction should be enriched through opportunities for pupils to engage in a greater variety of speech activities including choral reading, debating, socio-dramas, and role-playing, monologues and dramatics. All these activities open the way to vocabulary building, improved oral communication, and the development of individual self-confidence through personal achievement and recognition.

Reading instruction could be improved if all teachers were urged to carefully re-study and regularly use the teacher's edition of each basal reading series used in the classroom. These "manuals" contain the results of years of research and, when properly used, will help to make the work of the teacher easier as well as more effective. This might well be referred to as a "must".

Social Studies

Point of View. The study of the social sciences is undertaken so that individuals may understand the world in which they live. This is probably best accomplished through a study of peoples, places and events, past and present. The child's expanding environment is utilized in the organization of the curriculum. Thus the home, school and community are identified with lower-grade study activities, followed by investigations of our State and Nation, other countries and cultures, historical and current.

Individual and group study, discussion, thinking, and problem-solving are pursued in order to prepare each pupil for well-adjusted, informed and effective citizenship.

The interrelated disciplines which constitute the "heart" of instruction in the social sciences are history, geography and civics (government). It is a fact that history is being made faster than a child can study it. Geographic data are being collected so rapidly that only specialists can hope to keep up with it. In addition, teachers are sometimes criticized when they do not include all the memorized information dear to a previous generation. No body of "experts" has ever successfully "standardized" the topics that should be included in the social studies curriculum. National committees composed of authorities have found that they were hopelessly in disagreement. Every state in the United States has a different selection and arrangement of social studies topics; Arizona is no exception.

Observations and Commendations. Pinetop-Lakeside schools were well supplied with basic social studies textbooks. A limited supply of geography and history texts was also noted, particularly in the upper grades. Children appeared to have access to at least one set of encyclopedias in most instances; however, some sets appeared to have missing volumes, and a few classrooms contained obsolete volumes which should be discarded. Atlases were in short supply, both as to number and variety. Maps and globes were readily available for use, but in some cases were inappropriate for the grades in which they were being used.

There was little evidence noted which indicated that a conscious effort was being made to integrate social studies with other fields of the curriculum, as would be the case where teachers used the "unit of work" approach as it is usually functionally defined.

Supplementary social studies books were available in small quantities, particularly at Pinetop, but well selected additions to the current supply would be in order, as would be additional supplementary literature and reading materials. Current periodicals and children's newspapers were being delivered to some--but not all--classrooms. These were sometimes paid for by the individual children and, occasionally, by the teacher from his personal funds in hardship cases. Procedures for the purchase of these valuable educational tools should be standardized, preferably by having the school district furnish them.

Conclusions and Recommendations. Lakeside and Pinetop are to be commended on the number and types of maps and globes available for social studies instruction. A continuous study should be carried on to determine the number, type, and correct grade-placement of these materials. In addition, it is recommended that a complete up-to-date inventory be kept in order that reconditioning, replacement, and appropriate additions can be easily administered.

It is suggested that a valuable in-service activity for the staff would be a conscious effort to evaluate the social studies program. Such evaluation might well include the basic skills of map interpretation, selection of specific topics, by grades, for which data should be collected and prepared, and the skills included in the reading of tables and charts. Facts to be taught should be carefully related to topics assigned to each grade and all teachers should share ideas and skills which they use to help children understand such important abstractions as "government", "freedom", and "democracy".

Perhaps a series of tests could be constructed by the teaching staff. The determination of items to be mastered by Pinetop-Lakeside children, by grades, might ultimately prove to be the most valuable result of this portion of the survey.

Collections of free and inexpensive materials and samples of children's work in the social studies should be assembled and displayed on a continuing basis. Teachers are urged to share their ideas and devices, also. Much of this could be done in teachers' work-rooms which, while not yet available, should be given a high priority in future building plans. In the meantime, good leadership and staff cooperation can result in improved teaching and learning in this field of the curriculum.

Science

Point of View. Science occupies a relatively new and unique position in today's curriculum. Perhaps everyone would agree that science is important and becoming increasingly more important. Even the most rabid advocates of a "basic" education would quickly admit that a knowledge of the natural and physical sciences is a "must" for today's students.

Scientific knowledge has been accumulating at a rapid rate, and modern man's environment has been changed and conditioned by the application of this knowledge. It follows that each individual should (a) acquire a reasonable understanding of the natural and physical sciences in order to understand the world in which he lives and, (b) prepare for his role of an effective citizen of one of the world's great nations.

Emphasis in the curriculum is placed on understandings concerning major scientific principles, as well as on knowledges and skills needed to apply scientific methods and procedures in the investigation of problems, particularly those related to daily living.

A rich curriculum provides for group and individual learning experiences, opportunities for the motivated and gifted, and field trips and other away-from-school activities. It would also require a rich supply of source materials, including up-to-date supplementary resource books, as well as textbooks, and a variety of equipment.

There are a number of approaches to the teaching of science including (1) the use of a study guide or unit outline, (2) capitalizing on children's interests by encouraging them to bring their "treasures"--animal, vegetable, and mineral--into the school to spark further investigation into the mysteries of science, (3) using a textbook as the basis for providing a program of science instruction and, (4) using wide reading and investigation of many science sources as the mainspring of science instruction. In any case, equipment, models, materials, and exhibits are desired to supplement instruction. A rich program would probably include all the aforementioned approaches.

Observations and Commendations. In Lakeside and Pinetop there did not appear to be any school-wide acceptance of any of these approaches.

It was commendably noted that pupils in both schools were provided with modern science textbooks, but the use to which these were being put varied greatly from class to class. A few teachers appeared to stress science occasionally, but others appeared to largely ignore it. In other words, teachers operate independently both as to their thinking about the place of science in the curriculum, and in their methods used to present it. Some teachers were candid, volunteering the information that they felt inadequate in science.

The absence of much science equipment imposed another obstacle to effective science instruction. "Homemade" equipment actually requires more training to prepare and use properly than do commercially prepared materials. Proper identification of pupils' collections, plus follow-up learning activities in depth, were likewise not observed in quantity.

Conclusions and Recommendations. The survey team recommends that some means be provided to assist teachers to strengthen the science program. The principal could review each teacher's science program with him and also take steps to include the discussion of science instruction, including specific aims and objectives, at faculty meetings. If the district is fortunate to obtain one or more teachers trained in science, these talents should be shared as widely as possible, particularly in the upper grades and in teachers workshops.

The administration should take steps to procure more science equipment, budgeting accordingly. It would be wise to obtain consultant advice concerning the identity and sources of quality materials and equipment. This could be handled largely by correspondence with one of Arizona's universities.

Pinetop-Lakeside schools possess supplies of modern science textbooks which could--and should--form the basis for a stronger science program. These books contain a large fund of information and suggestions for teaching science more effectively. The new administrative leadership should be encouraged to give some emphasis to faculty discussion and sharing of devices and techniques, using these textbooks to plan these professional activities. Finally, it is recommended that the administration develop plans for specific in-service activities, including an orientation in the teaching of science, using expert consultant assistance.

Music

Point of View. Music is probably as old as mankind. Among the primary aims of music education are the development of appreciation and self-expression in this historic field of the fine arts. A measure of technical skill and understanding is essential to the full accomplishment of these stated ends. All music instruction is planned to aid pupils to develop discrimination in esthetic tastes in music. To accomplish these goals, each child should have experiences in listening, playing, creating, singing, and responding emotionally and rhythmically to music.

Whenever possible, music activities are integrated with other subject areas of the curriculum and, properly taught, carry over and blend effectively with the child's many activities in his life away from school.

There is also a lasting quality to good music instruction which will permit each individual to live a richer and fuller adult life. It is due to more than coincidence that children tend to remember musical activities in which they have participated long after other events in their school lives have been forgotten.

Observations and Commendations. That pupils in Lakeside and Pinetop have been receiving adequate instruction in vocal music was due largely to the fact that the talents of specially trained personnel were being wisely employed in both schools, in addition to the obvious interest of a few other teachers, particularly in the primary grades. The active interest of the principals and the school boards was manifested by the presence of three pianos at Pinetop, and a full-scale program of band instrumental instruction at Lakeside. These programs are to be highly commended and should be continued and expanded. Adequate supplies of vocal music texts of good quality were observed at both schools.

Other phases of the music program appeared to be somewhat less adequate. Record players and radios appeared to be in short supply and the available selection of phonograph records for teaching music appreciation, left a great deal to be desired. Nevertheless, it was heartening to discover that every pupil in the middle and upper grades in both schools was receiving group instruction in choral music under competent instructors.

Conclusions and Recommendations. The present programs in vocal music should be continued and some provision should be made to permit interested pupils at Pinetop to receive instrumental music instruction, as pupils now do at Lakeside. Ideally, instruction in string instruments (orchestra) could also be added to the present program of band (or "brass") instruction.

It is suggested that a careful inventory of musical materials and equipment be accomplished and that this be made available to the entire staff. Properly administered, this should result in greater use of existing equipment and provide a basis for adding future equipment. A phonograph record library should be centrally established and controlled so that all teachers may know what is available and be encouraged to use these materials. Administrative arrangements should be made to permit teachers with special training in music to share their talents.

IN SUMMARY

THE ELEMENTARY SCHOOL PROGRAM

Observations and Recommendations

1. In general, the instructional program in grades 1-8 reflects a serious and professional concern on the part of the administration and the teaching staff. There has been a close relationship between teachers and pupils at all levels, a fact which can be cited as a mark of strength in both Lakeside and Pinetop schools. Such warm, friendly relations are most important in the development of a good "climate" for learning. This is also a factor identified

with quality and should be continuously encouraged.

2. Perhaps the strongest part of the instructional program in grades 1-8 is the language arts curriculum, particularly reading. Both Pinetop and Lakeside make use of basic series materials in reading, strongly supplemented in the lower grades with work-text materials which emphasize phonetic analysis. This "balanced diet" is highly commendable and should be encouraged and strengthened.
3. At both Lakeside and Pinetop the elementary grades are organized for instruction on a self-contained classroom basis with a teacher at each grade level in Lakeside, and double-graded combination rooms at Pinetop. There was evidence that each school was making some efforts to utilize individual staff competencies, particularly in music and physical education. However, the absence of departmentalization of instruction in other areas of the curriculum, particularly in the upper grades, made the educational program at each grade level dependent largely on the individual interests and professional training of each classroom teacher.

Perhaps the greatest need, aside from a continuing and balanced competent professional staff, is a richer offering in the instructional areas of natural and physical science, health, physical education, fine arts, and practical arts instruction for young adolescents in the upper grades.

The survey team specifically recommends that steps be taken to affect a gradual transition from a self-contained classroom organization in grades seven and eight, to a program which would include a daily block-of-time or "core" devoted to the teaching of the language arts and social sciences, with the core teacher also assigned major responsibilities for the personal and educational guidance of students enrolled. This daily class session should be not less than 150 minutes in length. The balance of the curriculum could then be departmentalized in order to take full advantage of the special training and interests of faculty members. Mathematics, science, physical education, music, and arts and crafts could be thus presented. In time it would conceivably be possible--and desirable--to add industrial arts for boys and homemaking for girls.

It should be noted that the "core" would normally and logically include those basic learnings required by society: (1) a knowledge of the environment in which one lives (Social Sciences), (2) a working knowledge of those communications skills (language arts) necessary for one to function effectively within that environment. The needs of each individual would also be served by including the guidance function in the core bloc. Properly understood and implemented this type of program permits maximum utilization of staff for quality education.

4. There should also be provisions made, within reason, to purchase special instructional materials, books, and equipment when and where these are needed in the classroom. It is particularly suggested that annual orders (for textbooks and other materials) make

allowances for a possible 5 per cent to 10 per cent margin for growth. Even if such growth was only seasonal, this practice would prevent shortages of textbooks and teaching materials at times when these would be most needed. The survey team noted a few such shortages, particularly at Lakeside.

5. The school district commendably provides cumulative record folders for each pupil. These documents were stored in the closet adjacent to the office of the district superintendent at Lakeside. The survey staff noted that the results of the current year's standardized tests (California Achievement Tests), given in December, 1962, were to be recorded on the folders before the close of the 1962-63 school year. It is recommended that, in the near future, such tests of pupils' achievement be administered earlier in the school year--in any case not later than October 15--in order to permit teachers to make maximum use of the tests results for purpose of planning their teaching programs in terms of individual and group needs.
6. It is further recommended that the cumulative folders be stored in a more accessible place and that teachers be urged to make greater use of these potentially helpful and important resources. If this is done there is a high probability that the added teacher awareness of individual differences, thus engendered, will promote improved planning, teaching, and learning.
7. Plan books for teachers were furnished at Pinetop, but did not appear to be available at Lakeside. The making of lesson plans is a commendable procedure and should be fully encouraged. The formulation of plans, well in advance, helps to give the teacher improved teaching perspective and alerts him in advance concerning needed supplies and materials. It also has great value in the event the teacher must be replaced by a substitute teacher.
8. Finally, it is recommended that the district's administrative leadership and teaching staff plan to take steps to organize a curriculum specifically applicable to the new school district. This project should utilize existing courses of study, and give full consideration to existing State recommendations concerning time allocations for the various types of subject matter. It should, however, give due consideration to local requirements and conditions, and take full advantage of the opportunity to plan a complete educational program from grades one through twelve.

This should be a long-term project, carefully planned and executed, utilizing the talents and services of every professional staff member in some measure. A word of caution is offered: if this project is done quickly by only a few staff members, it may appear quite desirable and efficient--but it will probably not be accepted by others, and relatively little improvement in instructional practices will result. If possible, funds should be provided for expert consultative assistance in curriculum evaluation and rebuilding.

THE SECONDARY SCHOOL PROGRAM

Introduction

The primary purpose of the secondary school is to continue the general education of all youth. In addition, the secondary school has the responsibility for providing an education which meets each student's needs, abilities, and interests. It is essential that a program of studies and teaching approaches be planned to develop each student's knowledge, understanding, attitudes, ideals, habits, and skills which contribute to a full life in our American democracy.

The educational program of the secondary school will be evaluated continually by a professional faculty. New curricular developments and instructional approaches will be reviewed and incorporated if they are proven effective for meeting the needs of students.

Business Education

Point of View. The common needs of all students and the specific vocational needs of some students will be met by an adequate offering of courses and planned learning activities in the business education curriculum.

Observations and Commendations. The business education curriculum included typewriting instruction for students for personal and vocational purposes. Enrollment in business education subjects (typing and shorthand) was limited in relation to the total enrollment of the school. The limited enrollment in the typing class was due to the single offering of typing and the number of typewriting machines available. The business education curriculum did not include General Business or Bookkeeping. Too many of the required curricular offerings were in the academic fields, thus there was little opportunity for students to select business education electives.

Physical facilities, such as adjustable typewriter desks and chairs designed to encourage correct posture, were not furnished in the high school classrooms. Typewriters had to be moved to a storage cabinet in the classroom in order to make room for students required to use the typing classroom for other subjects. Standard up-to-date dictionaries, reference books, and handbooks for clerical students were not available in sufficient numbers.

Conclusions and Recommendations. The survey team's evaluation of the business education curriculum clearly indicates that the following recommendations should be made:

1. In addition to offering typing and shorthand, general business and bookkeeping courses should be offered. These courses need not be made available each year, but could be offered on an alternate-year basis.
2. In order that students might have an opportunity to do work other than that required by business teachers or the textbook, it is

recommended that business education students and teachers accept work originating outside the department. Work from the librarian or other teachers is appropriate. Outside work must not become a burden; rather it should be a source of occasional supplementary and enrichment assignments which give students opportunities to work on practical assignments. It should develop their powers of observation and creativity as they concentrate on practical situations which contribute to business education objectives.

3. When the new high school building is planned, facilities should include equipment of the variety and quality necessary to offer a substantial business education program.

4. The quantity of business education equipment should be sufficient to provide for all students who will enroll in business education subjects when more electives are allowed under the graduation requirements recommended for the new high school District.

5. Instructional materials, such as up-to-date dictionaries; handbooks for secretaries; reference books; teachers' file of supplementary materials; business firm pamphlets, handbooks, and instructional manuals; samples of local business forms and records; and recent issues of newspapers and periodicals concerning business and business education, should be made available to students.

6. Appropriate types of audio-visual aids, as well as reports on business conditions and trends, would be of considerable value in the teaching of business subjects.

English

Point of View. An adequate English program will consist of courses and activities which develop the skills of reading, writing, listening, and speaking essential in all students' personal, social, and occupational lives. Learning experiences will be planned which include practice in group thinking, group discussion, and an understanding of the ethical use of mass means of communication. Instructional materials will be available and utilized for developing the aesthetic, moral, spiritual, intellectual, and emotional values essential in the lives of all students.

Observations and Commendations. The high school requires four years of English for graduation. Speech courses are not offered nor are substantial speech and dramatics activities provided as integrated experiences within the English program. Teachers assigned to teach English do not have a free period to prepare more adequately for teaching English and grading students' written work. The teachers should be commended for their attempt to improve upon student reading abilities through the medium of literature. Spelling and writing activities are emphasized in English classes.

Physical facilities necessary for storing materials and equipment essential in the teaching of English were not adequate. There was a noticeable lack of instructional materials of the variety, quality, and quantity necessary to foster a good English program.

Conclusions and Recommendations. The following recommendations are presented:

1. In the small high school it is appropriate to require at least three years of English and thus provide an opportunity for students to participate in another type of language arts experience during their high school career. Generally, a speech course or a foreign language is studied during the junior or senior year. Students who plan to attend college should take four years of English including composition and literature.

2. If the administration is desirous of having a high-level English program, it will be necessary to provide a preparation and conference period for each English teacher. Without this period for preparation, grading, and conferencing with students, it is improbable that English teachers will have time to give attention to each student's writing assignments as is recommended for modern-day English instruction.

3. School book lists should be made available in order to help guide students in their choice of reading materials.

4. Literature instruction to students should also be presented by oral methods which include dramatization, teachers' oral reading, choral readings, recordings, and sound films.

5. Integrated experiences and activities which include writing, speaking, and listening should be planned cooperatively by all teachers in the high school.

6. Critical thinking should be emphasized in relation to both speaking and listening activities.

7. Group process activities should be planned which develop student poise and effective speech habits.

8. When the new high school is planned, magazine storage facilities, efficient and sufficient audio-visual aids, a stage equipped with a curtain and a public address system should be available.

9. Up-to-date instructional materials of sufficient quality and quantity including textbooks, library books, periodicals, pamphlets, newspapers, dictionaries, usage handbooks, indexes to fiction and essays, Readers' Guide, book of quotations, teacher-prepared guides, literature, high school spellers, vocabulary study texts, films and film strips, recordings, maps and charts, pictures, models, and reading lists must be provided if the language arts program is to succeed.

Foreign Language

Point of View. The study of a foreign language will be a cultural experience as well as an experience in the acquisition and development of communication skills. A better perspective of the student's own culture, as well as that of foreign countries, will result from a study of foreign languages. The structure and vocabulary of the student's own

language will be understood better as a result of having studied a foreign language. The values derived from foreign language study will be directly related to the amount of time and effort devoted to it.

Observations and Commendations. The school should be commended for providing two years of instruction in a foreign language. It was observed that Spanish I and II are required for graduation. Foreign language instruction was related, in the grammatical sense, to English composition courses offered by the high school.

Physical facilities and instructional materials available for aiding instruction in the foreign languages were noticeably lacking. Appropriate textbooks available for student use were very limited. Attempts were being made to give students adequate instruction in correct pronunciation. Speaking the language as well as writing it was stressed. An attempt was made to furnish students with an adequate background concerning the culture of the people whose language they were studying.

Conclusions and Recommendations. These recommendations are presented:

1. Spanish I and II should not be required of all students for high school graduation.
2. Foreign language should be offered at the junior and senior levels so that a long period of time does not elapse between the end of high school foreign language study and the continuation of foreign language study in college.
3. When the new high school is planned, physical facilities should be available for displaying materials which identify foreign language, countries, and cultures being taught.
4. Audio-visual aids such as record players, recording equipment, and bulletin boards should be made available for the teaching of foreign languages.
5. It is possible in a small high school to provide a limited number of language laboratory stations. The cost is not prohibitive if investigation, planning, and construction are properly done.
6. Shelf space should be available in the classroom where foreign language is taught in order to store books, magazines, and other instructional materials.
7. As plans for the new high school building are developed the foreign language teacher should be invited to list instructional materials needed to make foreign language a meaningful experience. Instructional materials, enrichment and supplementary, might include: a variety appropriate to different aptitudes, interests, and achievement levels of students; periodicals and newspapers printed in foreign language; dictionaries appropriate to the study of foreign language; maps; travel literature; advertisements about foreign countries; posters; post cards; crafts materials; calendars; samples of foreign money and other realia; recordings and other audio-visual materials; books in English about countries whose language is being studied; and flash cards for vocabulary and usage drills.

Health Education

Point of View. Courses and activities will develop students' understanding of individual health problems as well as those of their society. Meaningful situations will be studied which develop a student's understanding of desirable health practices by youth and adults. Health education is offered through separate health courses as well as through related experiences in other curricular areas.

Observations and Commendations. The school should be commended for offering a semester of health education. The course is taught in such a way that students gain an understanding of the growth, structure, and function of their bodies. Experiences were also provided which aid students in understanding heredity and its sociological implications. It is noteworthy that attention was given to the study of emotional, social, and physiological effects of the use of drugs and alcohol. Instructional materials which allow students to have practical experiences in health education were not generally available.

Conclusions and Recommendations. Recommendations include the following:

1. Health education should be offered earlier in the high school program, perhaps as early as the freshman year.
2. The health instructor would find it advantageous to have a select committee help him coordinate health education with the health services program of the community.
3. Display and storage facilities for equipment and materials should be a part of the health classroom in the new high school.
4. Splints, bandages and first-aid materials should be made available for teaching the first-aid aspects of health education. The teacher would also find it helpful to have available additional health study guides and resource units.

Home Economics

Point of View. Courses and activities will develop the ability of students to help assume home responsibilities with respect to food, shelter, home furnishings, clothing, child care, health, home care of the sick, and family relationships. In addition, learning experiences will help develop attitudes, habits, ideals, and understandings which are essential in the home and family life of a democratic society. Learning experiences in home economics will be correlated and integrated with the school, home, and community life of the students.

Observations and Commendations. Students with greater needs for home economics instruction were permitted to spend additional time in the home economics program. Girls who demonstrated special aptitude and interest were encouraged to consider teaching home economics as a professional career. Learning experiences provided in home economics emphasized daily life problems related to home and family living. However, the curricular experiences were limited to selecting, preparing, and

serving foods, and selecting, designing, making, and caring for clothing. Physical facilities in the home economics classroom were inadequate. Availability of a variety of high quality instructional materials was also inadequate.

Conclusions and Recommendations. The major recommendations include the following:

1. A committee of lay citizens in the Pinetop-Lakeside community should be organized to participate in planning with teachers for an outstanding home economics program.
2. Home economics courses should be studied and revised so that a variety of experiences are provided to meet students' personal and home life needs. Units of instruction, presently missing in home economics, include: planning, arranging, caring for, and renovating a home and its furnishings; knowledge and skills related to the mechanical aspects of the home; family economics related to personal and family finances; personal and family relations; child care and guidance; and problems of the community in relation to the home. Each of these units of instruction should become a meaningful part of the home economics curriculum.
3. When plans are being made to lay out the new home economics classroom, a specialist from the State Department of Public Instruction should be consulted to help the administration plan and organize physical facilities. All furnishings and equipment this specialist recommends should be ordered. This service from the State Department of Public Instruction is available at no cost to the District.
4. The consulting home economics specialist should be called on to help with the ordering of instructional materials and equipment for the new school and its home economics classrooms.

Mathematics

Point of View. Courses and activities contribute to the common and specialized mathematical needs of students in terms of their present and future educational, occupational, and cultural requirements. A mathematics curriculum will emphasize facts and skills; however, attention will be given to basic concepts and mathematical structures which add meaning to skills and provide a logical framework for facts.

Observations and Commendations. The mathematics curriculum in the high school was outstanding. Few small high schools offer such an extensive program as this one. Students were required to complete three units of mathematics for graduation. However, general mathematics was not one of the curricular offerings in mathematics.

Conclusions and Recommendations. The following recommendations are offered:

1. General mathematics should be added to the mathematics curriculum and made available to students who have neither the desire nor ability to study Algebra.

2. One unit of mathematics is recommended as the high school graduation requirement. For students who do not desire to attend college, general mathematics could meet this requirement.

3. For students who plan to attend college following graduation, two units of mathematics are recommended. College-bound students should take algebra and geometry rather than general mathematics. Students should be carefully advised to select proper mathematics courses.

4. Chalkboard instruments should be made available to help the teacher and students in mathematics.

5. A graph or cross-section chalkboard should be purchased.

6. Models such as prisms, pyramids, cones, spheres, and polyhedrons should be obtained to help students have a more realistic concept of solids.

7. Instructional materials such as colored chalk and graph paper should be made readily available.

Music

Point of View. General music courses, specialized music courses or activities, and extra-class music activities are available and designed to develop music appreciation, knowledge, and skills in relationship to the students' interests, talents, and abilities. All students have opportunities to become appreciative listeners and successful participants in music activities. Talented students have opportunities to develop further their music aptitudes and abilities.

Observations and Commendations. The school district should be commended for its desire to offer music experiences to all students. The music program has grown but it will need the full support of all interested persons to develop and become a valuable experience in the lives of the students and the community. Because the music program had just begun, small ensemble groups had not become a vital part of the program. Related music appreciation experiences had not become a definite part of the general music program, nor was there a planned attempt to integrate them into it.

The physical facilities, necessary to develop a good music program, were most inadequate. The variety and quality of up-to-date instructional materials was also inadequate.

Talented music students did not have appropriate opportunities to develop their natural music abilities. Nevertheless it was recognized that music will soon become an important aspect in the lives of the students and the community.

Conclusions and Recommendations. The following recommendations are advanced:

1. Music should become a regular part of the class schedule. At the present time, large groups are scheduled before school and during

the noon hour. This is not conducive to the proper selection and development of music experiences.

2. Small ensembles, such as vocal and instrumental duets, quartets, and octets, should become vital parts of the music program.

3. Students should be provided opportunities to listen to recordings of many types of music and given opportunities to study important composers and their works. A concerted effort should be made to develop the abilities of students to discriminate and improve upon their musical tastes and listening skills.

4. Opportunities should be provided for gifted students to develop their natural talents.

5. When plans are made to build music facilities in the new high school, a music specialist should be consulted. A consultant can help the administration plan for adequate space provisions and music equipment to meet increasing enrollments and curricular requirements.

6. A good piano, phonograph, recording equipment, public address equipment, and music stands should be available to promote the music program. Additional music instruments should be purchased.

7. Up-to-date instructional materials including song books, music for choral and instrumental groups, and a basic library of recordings, should be purchased in sufficient quantity and quality to support the development of an excellent music program.

Physical Education for Boys and Girls

Point of View. The program of intramural and interscholastic athletics is only part of the physical education program. For the most part, physical education includes an instructional program aimed at (1) developing strong, well-poised, organically sound bodies; (2) providing a variety of physical activities having carry-over value to adult life; and (3) developing knowledge, understanding, practices, attitudes, and ideals essential in maintaining physical and mental health.

Observations and Commendations. It was observed that no physical education activity was available for girls, however, boys physical education was available. For the most part, the boys physical education activities consisted of high school athletics. Students who did not have the ability to compete in the athletic sports program in season had little physical activity required of them. The content and variety of experiences necessary to meet the physical education needs of boys and girls was inadequate. Individual activities such as apparatus work, archery, tumbling, and golf were not provided. Intramural sports opportunities were inadequate. There was no evidence that physical education was carefully planned for the sequential physical development of boys and girls.

Gymnastics equipment such as rings, bars, and mats were lacking. Locker room facilities, showers and drying areas were very inadequate.

The gymnasium had not been cleaned in several days and conditions for the most part were very unsanitary. The outdoor play area provided a reasonably adequate space for conducting outdoor physical education activities. Playing field areas needed to be more clearly delineated and equipped.

Reference materials relating to a health, physical education and recreation curriculum were not in evidence. Instructional materials and equipment also were either missing or in very limited supply.

Conclusions and Recommendations. Several recommendations are offered.

1. A physical education program should be developed of sufficient content and quality necessary to meet the physical education needs of both the boys and girls.
2. The program for boys and girls should be placed under the direction of teachers who are trained to teach physical education.
3. The physical education program should be planned so that at least two years of participation is required of all boys and all girls for graduation.
4. Physical education experiences should be taught which create interest and skill in community recreational activities having carry-over value for leisure and adult living.
5. A variety of indoor games, sports, and other athletic activities as well as outdoor games, sports, and athletic activities should be taught.
6. Individual activities wherein students are involved in apparatus work, archery, tumbling, and golf, should be taught. Outdoor activities such as casting, water safety, and camping skills could be a valuable part of the Pinetop-Lakeside High School physical education program.
7. The intramural sports program should be developed for those students who do not participate in the athletic interscholastic program.
8. When the new high school is being planned, care should be taken to provide the necessary physical facilities, instructional materials, and equipment for individual, small group, and large group physical education activities. The administration should consult with physical education specialists when planning the new building and the physical education program.
9. Reference materials should be provided so that there is an up-to-date quantity of information concerning a variety of games, sports, and recreational activities.
10. Charts, diagrams, and similar visual materials need to be made available in order to improve the learning experiences for boys and girls in the physical education program.
11. Considerable effort needs to be put forth to improve the sanitary conditions of the present facilities in the gymnasium and the

gymnasium locker, shower, and drying rooms. When the new high school is developed, careful attention should be directed toward keeping the new facilities clean and sanitary. Responsible individuals need to be very careful about sanitary conditions in locations where scratches, cuts, and skin abrasions occur due to the physical contact involved.

12. Plans should be made to provide adequate sanitary toilets and lavatory facilities, as well as sanitary wall-type cuspidors in the gymnasium area.

13. Lockers of sufficient quantity to meet physical education enrollment needs for boys and girls should be a part of the new physical plant. Drying rooms for clothing and athletic uniforms should be available.

14. Every effort should be made to help boys and girls practice desirable habits of cleanliness and good grooming.

Science

Point of View. The curriculum provides learning experiences which meet the common and special interests, abilities, and needs of all students. Classroom-laboratory learning opportunities are provided for individuals and groups through instruction, investigation, and experimentation. Field activities are planned which provide opportunities to apply the scientific methods and principles learned in the classroom to the various problems of living. A major objective will be the development of desirable attitudes, interests, and appreciations towards science and its applications since students will be preparing for living in an important age involving atomic energy and space travel.

Observations and Commendations. The curricular offerings in science for students was, in some respects, commendable. However, it was observed that no ninth grade general science, physical science, or earth science courses were available. Time, during the school day, was not available for science teachers to prepare for either classroom demonstrations, laboratory, or field activities. The school should be commended for its attempt to provide up-to-date laboratory work stations for the teaching of science. However, tools, materials, and space for building and maintaining laboratory equipment were not available. Neither was space and equipment available for maintaining living plants and animals. Exhaust fans which help to remove obnoxious and toxic gases were not a part of the present science classroom. Storage facilities for equipment and supplies were not adequate. The provision for the safe storage of hazardous materials was inadequate. The laboratory equipment necessary for teaching physics was severely limited. There seemed to be a limited supply, variety, and quality of instructional materials available for teaching biology and physics. Instruction did provide for teaching the theoretical and basic understandings important in a science education program.

Conclusions and Recommendations. These recommendations are offered:

1. More student laboratory work stations should be provided in the new high school in order to enhance the laboratory part of the science program.

2. Either a general science, a physical science, or an earth science course should be offered at the ninth grade level. It is recommended that this course be either physical science or earth science rather than general science. Recent research indicates that ninth grade students profit more from physical science or earth science courses than from general science courses.

3. Students should be required to complete two units of science for graduation. College-bound students may desire to complete more than this number. Chemistry and physics should not be required of all students.

4. When plans are being made to build science classrooms in the new secondary school, space should be provided for science laboratory facilities and storage facilities for equipment and supplies. In addition, adequate provision should be made for the safe storage of hazardous materials, student safety, laboratory maintenance, and general housekeeping duties.

5. The science teacher should be provided a preparation period during the school day in order to prepare for his science classes and laboratory experiments. This will do much to improve science teaching in the school.

6. The requisitioning of instructional materials should be improved for the ninth grade science, biology, and physics courses by planning for a better balance of materials and equipment. Care should be taken to maintain the instructional materials available for teaching chemistry at a quality level. Improved storage and inventory procedures should be encouraged.

Social Studies

Point of View. The social studies program should help students acquire those knowledges, skills, and attitudes which are essential for good citizenship. The social studies program seeks to develop in each student an appreciation of our American heritage, our democratic way of life, and the moral and spiritual values inherent in the practice of American democracy. Much of the content of the social studies program will be drawn from the disciplines of history, political science, sociology, geography, economics, psychology, and anthropology. This does not mean that these specific courses must be taught or even labeled as such. It does mean, however, that experiences drawn from the content of these disciplines must be available for students.

Observations and Commendations. In the social studies curriculum, the study of world history, U. S. history, and U. S. and Arizona constitution was required of all students. For the most part, the offerings available to students in the social studies curriculum encouraged them to evaluate their own beliefs, attitudes, values, and social conduct as members of an American democratic society. Physical facilities were inadequate for the teaching of social studies. The variety and quality of instructional materials also was limited. Nevertheless, the faculty commended the students on their successful assumption and discharge of civic responsibility in the school and community.

Conclusions and Recommendations. Consideration should be given to the following recommendations:

1. Two and one-half units of social studies should continue to be required for graduation.
2. In the near future, Geography should be added to the social studies curriculum.
3. When the new social studies classrooms are built, facilities should be arranged to provide for a variety of activities. Book shelves, magazine racks, filing cabinets, and exhibit cases should be provided in each social studies classroom. Adequate provision should be made for storage space in each social studies classroom. Conference rooms should be made available for teachers, students and parents.
4. Teachers and students should have continuous access to the library wherein there should be provided an appropriate number of books, magazines, newspapers, pamphlets, and standard reference works.
5. Up-to-date instructional materials such as maps, films, charts, models, and globes should be ordered for the teaching of the social studies curriculum. These instructional materials should be readily accessible to teachers and students in the social studies department.
6. It is important that reading materials such as textbooks, pamphlets, magazines, newspapers, and historical documents be provided by the library in order that students can research problem areas of current as well as historical, significance in their lives.

EXPANDING THE CURRICULUM

New Subject Matter Areas

Art. In order to make it possible for the various individual interests, abilities, and needs of students to be acknowledged, it is recommended that the administration consider adding art to the curriculum as soon as it becomes feasible. A good art program would encourage students to discover, explore, express, and appraise themselves through the use of a variety of art media.

Small high schools generally find it possible to offer an extensive crafts program within the art curriculum. The new high school should provide space adequate for a diversified arts program and, in addition, have space to repair equipment as necessary, and to store art supplies and work which the students have in progress.

Industrial Arts. In order to expand the curriculum, particularly for the boys, it is recommended that industrial arts be added. An industrial arts program should be exploratory in nature. It should help orient students to their industrial environment; present occupational information; and provide students with the opportunity to develop consumer knowledge. Furthermore, students will be able to develop a few manipulative skills

related to industry and industrial products. Industrial Arts should offer students an opportunity to learn about a variety of leisure and hobby pursuits. This objective has become a very important element in our modern life because of the decreasing number of hours required in the work-week of a citizen of the United States.

It is strongly recommended that the administration meet with a consultant before beginning to plan facilities in the new high school industrial arts department. A consultant will help the administration make certain that this highly specialized area of study, with its unique space and lay-out requirements, machinery and equipment problems, health and safety consideration, is adequately provided for in the plans of the new high school.

Girls Physical Education. It has already been recommended in an earlier section that physical education be offered to girls. Recommendations reported in that section for a girls physical education program will not be repeated here since those earlier remarks are appropriate and sufficiently specific.

Correspondence Courses

The curriculum of small high schools can be expanded through supervised correspondence study. Because small high schools usually have a limited number of teachers, courses can not be offered to students each year which would be profitable to them. Provision can be made to offer supervised correspondence study in Arizona through the Extension Division of Phoenix Union High School, Phoenix, Arizona, in cooperation with the State Department of Public Instruction. This course work is accredited and accepted by Arizona State College, Arizona State University, and the University of Arizona. Therefore, it is recommended that the Pinetop-Lakeside High School administration and teaching staff provide students with detailed information concerning the courses available and the operation of the plan for correspondence study. This information is printed in the Bulletin of Information for the Arizona Supervised Correspondence Study Plan and can be obtained from the State Department of Public Instruction, Capitol Building, Phoenix, Arizona, or from Phoenix Union High School, Phoenix, Arizona.

In some instances students in the past, and at the present time in the Lakeside High School, have taken advantage of correspondence study courses. This situation should be continued and encouraged in the future whenever circumstances deem it advantageous for individuals.

Electronic Equipment

Educational Television. It is possible occasionally to broaden the range of educational offerings available in small high schools through the medium of educational television. Educational television is available through the courtesy of major television stations in Phoenix and Tucson. Other stations may serve the Pinetop-Lakeside communities. Teachers and administrators should seek out information at the beginning of each semester concerning possible course offerings from these stations.

The education television stations on the Arizona State University and University of Arizona campuses make available courses and enrichment experiences which might be utilized by teachers and students. Information concerning whether these stations provide clear local television reception will need to be obtained, along with a listing of courses offered each semester. Students should be aware of the possibilities available to them if a clear picture can be received.

Filmed Courses. Many small high schools have tried out some of the new filmed courses. While there exists, at the present time, mixed reactions concerning their value, it is evident that they can help students learn about instructional areas which might not otherwise be made available to them. Filmed courses can be obtained either in complete, detailed sequences or portions of these sequences can be obtained for the purpose of assisting teachers and students with the subject matter content.

Audio Tapes. It has been mentioned previously in the section on foreign language that the administration will want to investigate the possibility of language laboratory equipment. A language laboratory need not be costly and elaborate to be beneficial. Both commercial and teacher-made tapes can enrich the curriculum as well as the classroom learning experiences of students in small high schools.

Teachers will need preparation time to carefully plan and prepare good instructional tapes. One approach which has been successful in other small high schools has been to employ teachers during a summer month for the purpose of preparing audio tapes.

The U. S. Office of Education has a complete set of audio-lingual discs and tapes ready for use in grades seven through twelve. These materials can be made available to school districts for nominal fees.

Teachers in small high schools have few free moments to properly organize their work and mentally prepare for their classes. However, it should be recognized that efficient use of tape recorders would provide extra time and free teachers from such routine drill. Tapes and tape recorders would also encourage students to use and re-use instructional materials in order to develop subject matter proficiencies, make up lessons missed, and provide self-tutoring opportunities.

Multiple Course Offerings

It is possible to offer two or more courses at the same time (e.g., Algebra I and II) in the same room with the same teacher. Teachers have found it advantageous to offer a single course at two grade levels in the same classroom. It is appropriate to offer some courses in alternate years. These possibilities are not new ideas. Many individuals can recall the one-room elementary school wherein all eight grades and courses were taught. An improvement upon this concept has been the utilization of small group teaching techniques which help individualize and enrich student learning experiences.

When multiple class approaches are employed to broaden the curriculum, it is imperative that teachers utilize many teaching aids (electronic and

otherwise) to strengthen their own teaching resources and supplement the students' learning experiences. Versatile, creative, intelligent, and hard working teachers will be necessary who have available much electronic equipment and the time and knowledge required for using it. For helpful hints on the use of techniques to teach multiple classes, teachers and administrators should contact Dr. Phil Lange, Teachers College, Columbia University, New York 27, New York.

Seminars

A type of shared educational service which is gaining in acceptance involves the cooperation of high school teachers and nearby college professors or some outstanding lay citizens. Resource speakers are invited to help in the offering of after-school and out-of-school seminars. For the most part, these seminars have been provided for the gifted or highly talented students who have been interested in some form of organized learning experience normally not available in their local high school.

Successful seminars have been conducted involving resource speakers who are gifted students selected from nearby larger high schools. The result has been a high-level student exchange of ideas, view-points, and experiences which has proven to be mutually refreshing and challenging.

Shared Services

One of the barriers to broadening the curriculum of a small high school has been the limitations imposed by lack of finances and the resulting shortage of teaching faculty. In some states where small schools predominately prevail, neighboring school districts have benefited by employing a plan of shared teacher services. One ingredient, however, is prerequisite to success; that ingredient is cooperation either through legal or honorable agreements.

Teachers usually shared by neighboring school districts are those who teach in such special fields as art and music. Teachers representing other teaching fields could be shared also. Frequently, teachers in small high schools lack subject matter preparation in some areas they are assigned to teach. A solution to this problem would be to share teachers with other nearby high schools.

Shared personnel could also be made available to improve school services in the areas of remedial reading, speech correction, and psychological services.

School districts would find it profitable to share personnel whose services (1) are not needed daily, (2) have too little demand to justify a full-time specialist, (3) cost too much for one school to afford, and (4) are in short supply and in much demand.

Flexible Scheduling

One of the improved scheduling changes practiced rather widely in

the last decade has been to extend the length of class periods to approximately 75 minutes and have each class meet four days per week. This successful practice has caused widespread abandonment of the traditional five-day sequence of classes meeting for approximately 50 minutes per period.

When compared to the traditional class schedule, the extended schedule reveals several educational advantages. For example: (1) the number of subjects offered in the curriculum can be increased, (2) students can register in more subjects each semester, (3) traditional study halls can be eliminated, (4) study time becomes a part of the regular class period and is supervised by the teacher of the course being studied, (5) each class period is 75 minutes long and meets on four days of the school week, (6) laboratory type classes can be taught more effectively, (7) students follow a different class schedule every day of the week, (8) teachers have fewer daily teaching preparations, and (9) students having fewer daily lessons to prepare, have time to do thorough study.

This particular schedule is recommended to the teachers and administration of the high school District and should be utilized, preferably beginning with the 1963-64 academic school year. Schools which have tried and continued to use this "75 minute schedule" have found the following benefits accruing to them: (1) a decrease in the number of disciplinary cases occurring during the school year, (2) an increase in the number of students making the honor roll, (3) a general increase in the achievement level of students in all areas measured by standardized achievement tests, (4) improved student and teacher morale, and (5) more effective use of the supervised study periods which are a part of each 75 minute period.

Figure 4 presents a sample of a proposed daily "75 minute schedule" which is recommended for the beginning of the 1963-64 school year.

The Six-Year Secondary School

An administrative school organization known as the 6-6 plan is advantageous for smaller school systems. It is recommended that seventh and eighth grades also be housed in the new high school building.

It is further recommended that the modified-core curriculum be utilized to provide a multi-period block-of-time for seventh and eighth grade students to study language arts and social studies. An enriched departmentalized program of study should be offered seventh and eighth grade students in all other subject matter areas.

The 6-6 plan of organization permits seventh and eighth grade students to use instructional staff and materials, classroom facilities, and special equipment available to high school students. Certain educational and economic advantages will occur as a result of the 6-6 plan of organization.

TIME PERIODS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15 a.m. to 8:25 a.m.	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:25 a.m. to 9:40 a.m.	Course 2	Course 1	Course 1	Course 1	Course 1
9:40 a.m. to 10:55 a.m.	Course 3	Course 3	Course 2	Course 2	Course 2
10:55 a.m. to 12:10 p.m.	Course 4	Course 4	Course 4	Course 3	Course 3
LUNCH PERIOD	TIME -----		12:10 p.m. to	12:40 p.m.	
12:40 p.m. to 1:55 p.m.	Course 5	Course 5	Course 5	Course 5	Course 4
1:55 p.m. to 3:10 p.m.	Course 6	Course 6	Course 6	Course 6	ACTIVITY PERIOD

Figure 4. Proposed Daily Period Schedule for the 1963-64 School Year

Note: School day will consist of five-75 minute periods each day. School day could begin at 8:15 a.m. and terminate at 3:10 p.m. Students enroll in six different subjects. There are no traditional study hall periods.

Example: The Monday class schedule would involve courses 2-3-4-5 and 6; the Tuesday class schedule would involve courses 1-3-4-5 and 6; etc.

Courses relative to a certain day of the week would remain the same each week; and, if a day of the week is missed so, also, would that respective daily schedule be missed.

THE PROGRAM OF STUDIES

Graduation Requirements

In view of the recommendations of the State Department of Public Instruction and the conclusions of the survey team, certain minimum academic requirements need to be observed by all students regardless of their educational objectives. These minimum requirements (16 units) should be specified as follows:

3 units of English	1 unit of world history
1 unit of American history	2 units of science
$\frac{1}{2}$ unit of U. S. and Arizona constitution	$\frac{1}{2}$ unit of health education
1 unit of mathematics	1 unit of physical education
1 unit of home economics or industrial arts	5 units of electives

The administration will need to determine other standards for graduation in addition to those listed above. It is suggested that each student's needs, interests, and abilities be taken into consideration when his program of studies is developed each semester.

The administration should require a minimum of 20 units for graduation. Some students will have the ability to complete more than this number and should be encouraged to do so.

Suggested Course Offerings

Although minimum graduation requirements are described above, the teaching staff and administration will need to offer a variety of additional, quality educational experiences to students. Some courses should definitely be required of those students who plan to attend college following the completion of their high school program of studies. Other students planning to pursue vocational opportunities should be guided into practical arts experiences according to their interests and needs.

The following list of courses is categorized by grade level. However, some flexibility is essential to provide students an opportunity to enroll in courses listed for grades either above or below their grade level. The list appears as follows:

<u>9th Grade</u>	<u>10th Grade</u>
+*English I	*English II
*General Mathematics or +Algebra I	+Algebra II
General or Physical or Earth Science	*Biology
=+*U. S. and Arizona Constitution	General Business
=*Health Education	Typing I
*Physical Education (boys & girls)	Home Economics II (girls)
*Home Economics I (girls)	Industrial Arts II (boys)
*Industrial Arts I (boys)	*World History
Art	*Physical Education (boys & girls)

Band
Chorus

Art
Band
Chorus

11th Grade

+*English III
+*American History
+Chemistry
Geometry
Home Economics III (girls)
Industrial Arts III (boys)
Physical Education (boys & girls)
Spanish I
Typing II
Shorthand
Art
Band
Chorus

12th Grade

+English IV
+Physics
=Trigonometry
=Analytic Geometry & Calculus
Speech
Geography
Spanish II
Bookkeeping
Home Economics IV (girls)
Industrial Arts IV (boys)
Physical Education (boys & girls)
Art
Band
Chorus

+required for the college-bound student
*required for graduation
=taught for one-semester

IN SUMMARY

THE SECONDARY SCHOOL PROGRAM

Curriculum, Facilities, and Instruction

Observations.

1. The present curriculum in the high school is, for the most part, a traditional program. Few opportunities are available for students to explore in areas outside the academic disciplines. Graduation requirements are restrictive. This results in students having few elective experiences which help to meet their individual needs and interests. A commendable feature, however, is that the high school faculty recognized each of the above limitations of the curriculum.

2. The quality and quantity of instructional materials and classroom equipment is, generally speaking, below average. This limitation seems to be of major concern to the faculty and students. The new science laboratory work stations are noteworthy evidence that some steps have been taken to correct this situation. The community has demonstrated its concern for education and should be commended and encouraged to continue in its recent efforts to improve the educational facilities available to its youth.

3. Some teachers in the high school have as many as six different

course preparations during the school day without a single preparation period. One teacher is required to teach in three different subject matter fields. Such teaching assignments can only result in reduced teaching effectiveness and lower student achievement. The teachers should be commended for their efforts to create a teaching-learning atmosphere even though it can only be, under such circumstances, below average. No curriculum can be effective when conditions are not permissive for effective teaching. No amount or type of instructional materials and classroom equipment will be of help when teachers do not have time to prepare to use it.

Recommendations.

1. The curriculum should be expanded to provide students an opportunity to study in areas which help meet their individual needs, interests, and abilities. The survey team has made specific recommendations for each subject matter area presently available and, in addition, has recommended other subject matter areas and courses. The recommendations will not be repeated in this section. The reader should refer to each specific section where the subject matter area is discussed. The survey team also has proposed the utilization of correspondence courses, electronic devices, multiple classes, seminars, shared personnel, flexible scheduling, and the 6-6 plan of organization as worth while recommendations to expand the curriculum for youth.

2. Specific recommendations have been suggested in each subject matter section relative to instructional materials, equipment, and facilities which should be available in high school classrooms. The reader should refer to each subject matter area for these specific recommendations.

3. The teaching staff should be increased to six members for the 1963-64 school year. Care should be exercised in the selection of teachers. They should have adequate subject matter and professional preparation in each area to which they are assigned to teach. In addition, the administration is encouraged to keep to a minimum the number of separate subject preparations required of each teacher.

SPECIAL SERVICES

Transportation

Point of View. A school district with a widely scattered pupil population is committed, for equality of educational opportunity, to provide pupil transportation services.

Observations and Commendations. Pinetop and Lakeside Schools are to be commended on their concern for pupil safety. Both bus drivers were well qualified. Local garages maintained the busses.

Lakeside Schools transported approximately 155 students with a 54-passenger bus while Pinetop transported 28 pupils with a 36-passenger bus. It will be necessary to transport students in grades 9-12 from

Pinetop to Lakeside and part of the Lakeside bus route can be included in this route.

It is generally accepted that elementary pupils who live more than one mile and high school students who live more than $1\frac{1}{2}$ miles from school should be transported. Many of the riders on the third bus route of Lakeside lived within walking distance of the school. The afternoon loadings were usually heavier on the other two bus routes.

The busses were used rather sparingly for activities and educational field trips. Approximately twelve trips per year were taken. The District is to be commended on providing a qualified driver for all such trips.

Conclusions and Recommendations. Transportation policies should be developed by the administration and submitted to the Board for its consideration and approval. Regulations to cover standards for equipment, its care, inspection and operation; the qualifications and duties of personnel, the conduct and control of pupils, bus routes, time schedules, and eligibility for transportation should be defined from well-developed policies.

A large wall map of the Lakeside-Pinetop District should be prepared (see Fig. 3) using pins to show where each pupil resides and identifying each pupil's classification by the pin's color. The map should aid in determining bus routes and should insure more efficient service. The survey team recommends that the Pinetop-Lakeside School District provide transportation to McNary during the 1963-64 school year for students who attended McNary High School during the 1962-63 school year from the Pinetop Elementary District.

Food Services

Point of View. Basic economic and social changes have created a demand for school food services. Consolidation of schools and transportation of pupils, working mothers, and the importance of proper nutrition to good health have played a part in the modern school's assumption of the responsibility for a food service program. Such a program provides the school with an opportunity to achieve many worthwhile objectives such as social courtesies of eating, respect for the rights of others, good health standards, and many more.

Observations and Commendations. In general the Lakeside and Pinetop Schools had good food service programs. Both schools are to be commended on the cleanliness in preparation and wholesomeness of the food. Personnel in both schools appeared to enjoy working with faculty and students.

The primary responsibility for food services in each school rested with the head administrator who delegated much of the responsibility to the cafeteria manager. The salaries of the cafeteria manager and helper, and the cost of facilities, were provided from District funds in each school. Both schools received surplus commodities from the federal government. In 1961-62 Pinetop provided lunches for an average of 81 pupils per day while Lakeside averaged 211 per day. One standard for determining

personnel needed in a cafeteria is one full-time employee per 100 meals served. Pinetop cafeteria staff was adequate but Lakeside was understaffed by these standards. However, Pinetop did not use student help while Lakeside used an average of seven part-time helpers per day.

Neither school had hot tables to keep food warm while serving and were limited in preparation by lack of sufficient oven space. Lakeside's hot water supply was inadequate in as much as the 100 gallon electric water heater supplied hot water for rest rooms as well as the kitchen. Lighting in both school cafeterias was adequate. The sound conditioning at Lakeside cafeteria was adequate but was not at Pinetop due to reverberation from a wood panelled ceiling. Cold storage facilities were not adequate at Lakeside but were sufficient at Pinetop. Both schools appeared to have adequate hand washing facilities. Lakeside had six tables which seat 60 elementary pupils in crowded conditions. Pinetop had twelve tables in an eating area of adequate size.

Lakeside and Pinetop charged twenty-five cents a meal per pupil for a type "A" lunch. Lakeside charges the faculty thirty-five cents per meal while Pinetop charges thirty cents. Teachers collected the lunch money in each school. The length of the lunch period was adequate. The cafeteria facilities of each school were used by community organizations.

Employees had physical examinations yearly and attended a yearly workshop at Tempe, Flagstaff, or Tucson.

Conclusions and Recommendations. The seating facilities at the Lakeside school were limited and should be expanded. The purchase of a hot table and adequate cold storage facilities should be considered at Lakeside. The dining area at Pinetop needs acoustical treatment. With an increase in student body at Pinetop the cooking facilities will be inadequate. Purchasing should be centralized.

Greater effort should be put forth by each school to make the lunch room activities an integral part of the district's program of health education and personal development, especially for the elementary school pupils.

CHAPTER IV: STAFF PERSONNEL - CERTIFICATED AND CLASSIFIED

INTRODUCTION

All of the persons who work in the educational system have some responsibilities for the achievement of the educational objectives. The quality of the personnel employed will largely determine the effectiveness of the school system in achievement of these objectives.

There are two categories of school personnel -- certificated and classified. Included in the term certificated personnel are classroom teachers and administrators. It has been stated that the key person in any school is the classroom teacher, for on the teacher rests the greatest direct responsibility in providing educational experiences for boys and girls. The function of the administrator is to provide the means whereby the teachers will do the best possible job of teaching in the classrooms and of providing other educational experiences. The administrative responsibility includes the selection, assignment, and orientation of the teachers, as well as in-service education programs, staff communications, teacher evaluations, participation in professional organizations, development of personnel policies, and the improvement of the conditions of employment for staff members.

CERTIFICATED PERSONNEL

Professional Information

Administrative and Teaching Positions. Nineteen certificated personnel were employed in the Pinetop and Lakeside schools during the school year 1962-63. This includes the principal at Pinetop, who was also a full time teacher serving as a principal, and the principal of Lakeside, who was a part-time teacher, serving as a chief administrator. It also includes part-time teachers who were employed by the district. Table IV shows the number of teachers by schools.

TABLE IV
NUMBER OF CERTIFICATED PERSONNEL
PINETOP AND LAKESIDE SCHOOLS, 1962-63

School	Teachers	Principals	TOTAL
Pinetop	5	1*	5
Lakeside Elementary	8		8
Lakeside High School	6***	1**	6
TOTALS	19	2	19

* Full-time teacher, served as principal.

** Part-time teacher, served as principal.

*** Two part-time teachers were included.

Levels of Preparation. Within recent years, the preparation required for teachers in all states has increased markedly, particularly since World War II. The State of Arizona ranks very high nationally in the education level attained by its teachers. In Arizona and many other states, the training level of high school teachers exceeds that of elementary teachers.

Table V shows the number and percentage of certificated personnel who had master's degrees and the number who had bachelor's degrees. A total of 16 teachers (84 per cent) held the bachelor's degree, three (16 per cent) had the master's degree. A number of teachers had earned several semester hours of college credit above the bachelor's degree but had not completed the master's degree.

TABLE V
HIGHEST DEGREE EARNED BY CERTIFICATED PERSONNEL
PINETOP AND LAKESIDE SCHOOLS, 1962-63

School	D e g r e e s				TOTAL
	Master's No.	%	Bachelor's No.	%	
Pinetop			5	100	5
Lakeside Elementary	1	13	7	87	8
Lakeside High School	2	33	3	50	6
			1*	17	
TOTAL	3	16%	15	79%	19
			1*	5%	

* Part-time teacher - no degree.

Experience of Certificated Personnel. The vocational experience of teachers, both in other vocations and in previous teaching assignments, contributes to the effectiveness in their present teaching positions. It was of interest to note that a number of the Pinetop and Lakeside teachers had experience in other vocations prior to employment in the local schools and likewise during the summer when school was not in session. Teaching experience for the Pinetop and Lakeside teachers is shown in Figure 5. It indicates the total years of teaching experience and the years of teaching in the districts. Forty-eight per cent of the teachers had taught in Pinetop and Lakeside only one to four years, but most of these had previous teaching experience in other school systems. In Table VI additional information is presented relative to the experience of the teaching personnel in the Pinetop and Lakeside schools. These data indicate that approximately two-thirds of the teachers had teaching experience of at least nine years, and that 84 per cent of the staff had taught for at least three years.

Personal Information

In the selection of new members of the teaching staff, consideration should be given to a proper balance within the staff as far as age, sex, teaching experience and other staff characteristics are concerned. In the manner of age, it is well to establish a range of ages in order to provide proper balance. It is believed that the younger teachers make many contributions to staff balance; that the teachers in the middle years contribute to the total strength of the staff; and that the older teachers have great experience in dealing with students and various teaching methods which can be shared with the younger staff members.

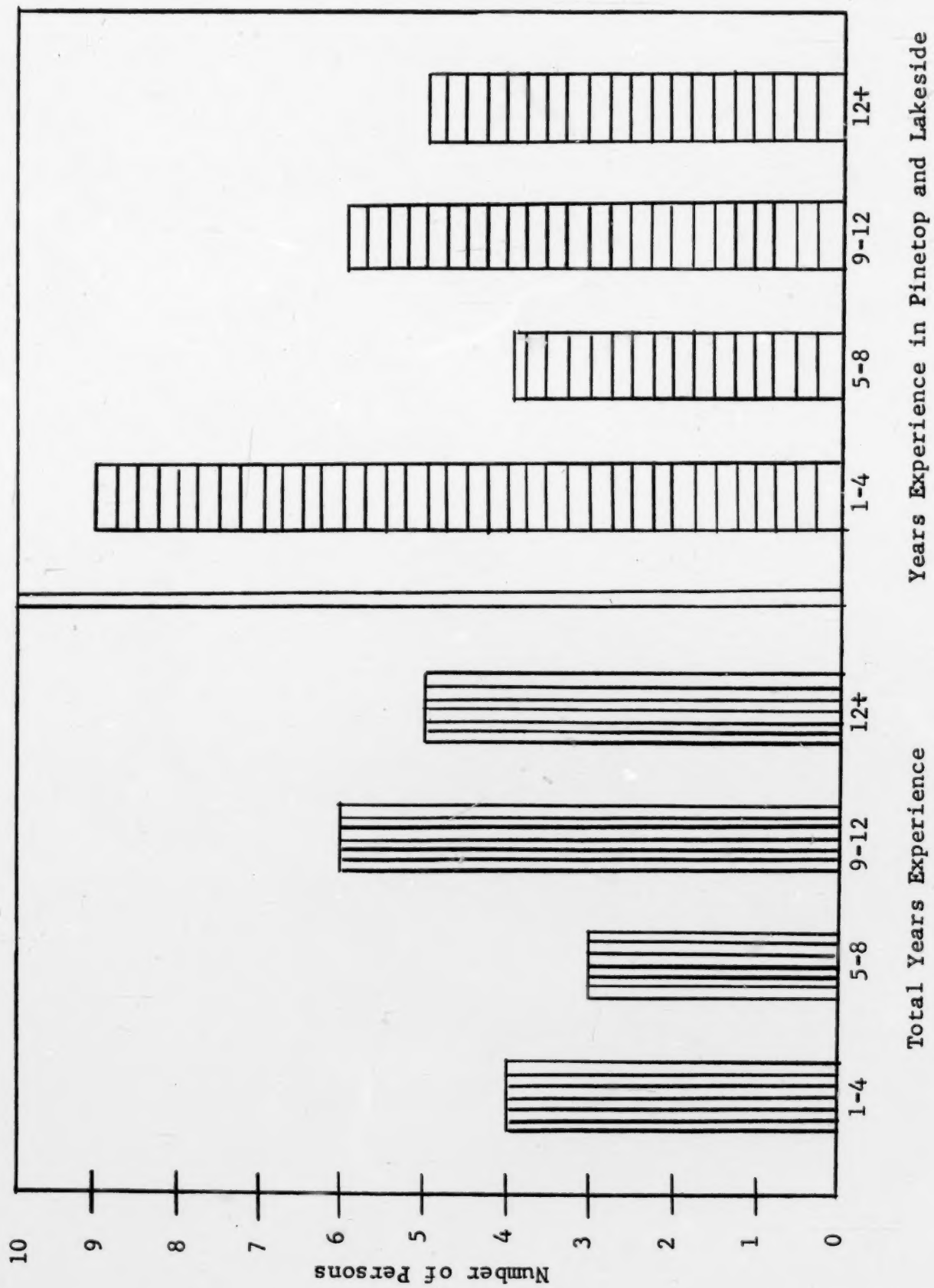


Figure 5. Experience of Pinetop and Lakeside Teachers, 1962-63

Age Range of Teaching Personnel. The age range of the certificated personnel in the Pinetop and Lakeside schools for the year 1962-63 is presented in Table VII. It can be noted that 21 per cent of the staff were under 30 years of age and that 37 per cent were 50 or older. Only five per cent of the staff were above 60 years of age. The age balance of the teaching staffs in the Pinetop and Lakeside Schools was very good.

TABLE VI
TEACHING EXPERIENCE OF CERTIFICATED PERSONNEL
PINETOP AND LAKESIDE SCHOOLS, 1962-63

Years	In Pinetop and Lakeside			Years	Total Teaching Experience				
	Men	Women	Total		Men	Women	Total	% of Staff	Cumulative % of Staff
1	1	1	2	1	-	-	-	-	100
2	3	1	4	2	2	1	3	16	100
3	-	3	3	3	-	1	1	5	84
4	-	1	1	4	-	-	-	-	79
5	1	2	3	5	2	-	2	11	79
6-7	1	-	1	6-7	-	-	-	-	69
8-10	1	-	1	8-10	1	2	3	16	69
11-15	1	-	1	11-15	3	3	6	32	53
16-20	1	-	1	16-20	-	-	-	-	21
21-25	-	1	1	21-25	1	1	2	11	21
26-30	1	-	1	26-30	-	1	1	5	10
Over 30	-	-	-	Over 30	1	-	1	5	5
TOTALS	10	9	19		10	9	19	100%	

Average years teaching experience in Pinetop and Lakeside	7.0
Average years teaching experience outside Pinetop and Lakeside	5.0
Average years total teaching experience	12.0

TABLE VII
AGE RANGE OF CERTIFICATED PERSONNEL
PINETOP AND LAKESIDE SCHOOLS, 1962-63

Age Group	Number	Percent of Staff	Cumulative Percent of Staff
Under 25	1	5	5
25 - 29	3	16	21
30 - 39	4	21	42
40 - 49	4	21	63
50 - 59	6	32	95
60 - over	1	5	100
TOTALS	19	100	---

Sex and Marital Status. It was previously stated that the administration should attempt to maintain the appropriate balance in the number of men and women on the teaching staff of the schools. It is quite apparent that there are some areas in which men are better suited for certain teaching responsibilities; in some areas, women do a better job; and in some areas men and women work with equal effectiveness. There was a distribution of 10 men and nine women currently employed in the local schools. Although marital status does not necessarily mean better teaching will result, as a rule it indicates a stability in the staff resulting in lower turnover rate. Ninety-five per cent of the teachers in local schools were married.

Home Ownership. Home ownership is frequently an indication of good staff morale and a desire on the part of employees to remain within the local community. A total of 14 of the local teachers (74 per cent) own their homes and four (21 per cent) rented. One staff member had other arrangements for living accommodations.

Outside Employment. A survey was made of all teaching personnel to determine the number who had employment other than with the Pinetop and Lakeside Schools. Ten per cent of the men worked during the school year at outside employment requiring 40 hours per week. A total of 80 per cent of the men worked during the summer at some form of employment other than teaching, and all of them so engaged felt that this was necessary to meet their financial obligations. It was noted that 20 per cent of the men did not work at outside employment and did not feel that it was necessary to do so. It was rather unusual to find that 45 per cent of the women worked during the school year at some form of outside employment ranging from three to nine hours per week.

The other 55 per cent did not have outside employment and did not feel that it is necessary to do so in order to meet their financial obligations.

Community Activities. A survey revealed that 60 per cent of the men belonged to some civic, service, and/or cultural groups within the community and that all but one was an active participant as an officer in one or more such organizations. The men belonged to from one to four organizations with an average membership of 2.7 organizations. Approximately two-thirds of the women belonged to civic, service, and/or cultural groups within the community and two-thirds of these were active participants as officers. The women joined one to four organizations with an average membership of 2.3 organizations. Normally teachers are active in the affairs of the communities in which they work and the Pinetop and Lakeside teachers were no exception. They are to be commended for assuming such active positions in the civic groups within the community.

Selection, Assignment, and Orientation of Certificated Personnel

The selection of classroom teachers and their orientation into their new positions is of utmost importance. It is commonly agreed among educators that the success of the educational system is largely dependent upon the quality of the instructional staff.

Selection and Assignment. The selection of teachers is perhaps the most important responsibility of the school administrator. There are many factors which must be considered in selecting teachers. A few of these factors in the selection process are as follows:

1. Age. An appropriate balance of age including younger, middle, and older should be maintained. Consideration of this factor will involve not only an immediate balance but a projection into the years ahead.
2. Sex. A proper balance of men and women teachers is desirable and will contribute to the overall strength of the staff; this will vary somewhat between the educational levels, elementary and high school.
3. Marital Status. Normally a higher percentage of married teachers (both men and women) will make for stability of the staff.
4. Preparation. The level of educational preparation, the recency of preparation and the quality of teacher preparation institutions attended should be considered.
5. Teaching Experience. Prior teaching experience also contributes to staff balance. Contributions are made by teachers of less experience as well as those with long service in the teaching profession.
6. Localism. Total staff effectiveness may be enhanced through the selection of members from diverse geographical backgrounds as well as those with broad experience backgrounds.
7. Special Requirements. Some teaching positions will require specialized training; these teachers should have a concentration of preparation in the areas of their proposed assignments. This is particularly true of teachers in the secondary level, but is also important for elementary teachers.

The selection processes followed in the Pinetop and Lakeside schools start with the notification of college and university placement offices relative to specific vacancies which are to be filled. The placement offices make recommendations and send credentials to the local administrator who reviews the credentials and from these he selects those persons whom he believes are the best qualified. The prospective teachers are then interviewed by local administrators. The chief administrator recommends candidates to the Board of Trustees, and the Board employs teachers upon the recommendation of the administrator. All teachers in the Pinetop and Lakeside schools are issued written contracts each year.

The administration and Board should make concerted effort to employ the best possible teachers for all positions. Careful attention should be given to professional preparation and experience in selection and assignment to specific teaching positions. Good working conditions and professional salaries will make it possible to employ and retain excellent teachers.

Applications are solicited for specific teaching positions so that when a desirable candidate has been secured he is assigned to the position which was listed. Periodically it is necessary to have some reassignment of teachers depending upon the qualifications of new teachers. This is particularly true at the high school as it becomes necessary to plan a total educational program and to find teachers qualified to offer all the courses necessary at this level.

Orientation to the District and Community. In a small school system and in a small community teacher orientation is handled on a very informal basis. During the week preceding the opening of school, new teachers are oriented to the school, to policies and procedures of the school, and to the community by the local administrator. The pre-school orientation of teachers new to the system and those who have been in the district previous years is of great benefit and contributes much to the beginning of a successful school year. The local administrators have engaged in pre-school orientation with their staffs and this procedure is commended. It is recommended that careful planning be undertaken each year to provide the finest possible orientation at the beginning of the school term.

In-Service Activities

A major administrative responsibility is that of encouraging and providing in-service education activities for the professional staff. Upon the opening of school each year, a workshop for the staff is conducted in which they are oriented to the various problems and obligations of the school and in which professional matters are studied by the staff. However, there are relatively few opportunities for in-service education of the staff because of many factors. It is difficult for staff members to participate in college classes during the course of the academic year because of the distance involved. However, a number of teachers do attend summer sessions periodically at one of the major colleges or universities.

It is recommended that a program of in-service education be carefully planned to provide for the professional interest and professional growth of staff members. Periodically education specialists could be invited in to work with the staff in some important program which is being undertaken.

It is believed that every school staff member should be involved in an important study about its own educational problems each year. As has been previously stated, the leadership for such activity must come from the local administrator.

Participation in Professional Organizations. The participation of staff membership in professional organizations is another indication of professional interest and professional growth of teachers. A survey revealed that approximately 53 per cent of the certificated personnel were members of professional organizations such as the Arizona Education Association, the National Education Association, or their sub groups. The membership of teachers ranged from one to four organizations for those that did affiliate. One faculty member indicated that she had an active position of responsibility as an officer or delegate. The fact that only about one-half of the teachers were members of professional organizations indicated a further need for in-service education activities. This is a rather low figure when compared with other school systems in the State.

Need for Assistance With Instructional Problems. Each teacher was asked whether or not he felt a need for help with instructional problems. Although a majority of the teachers working in the local schools indicated no particular problems with which they needed additional assistance, approximately 30 per cent indicated that there were instructional problems with which they needed help from the principal. It was stated that there was a need for more time on the part of the principal to help with instructional problems and with supervision. The survey team sensed a desire by a sizeable segment of the faculty for additional leadership with instructional problems. The desire for supervisory help was consistent with the expressed need for assistance with curriculum problems.

Along with a need for additional assistance with teaching problems was the stated desire on the part of several teachers for more special teachers in subjects such as art and physical education. It was also mentioned that there was need for the services of a school nurse and some designated staff time for guidance services. It was most apparent that there was insufficient time for the administrators to work with teachers during the school day. The recommendation has been made that the schedule of the administrator be arranged to provide adequate time during the course of the day for classroom observation and for working with the staff while school is in session.

Teacher Evaluation Procedures

Members of the teaching staff should be involved in the development of evaluative instruments to be used in determining teacher competencies for both probationary and tenure teachers. During the probationary period, multiple evaluations of teachers should be accomplished. It is believed that annual evaluations of tenure teachers should likewise be undertaken.

The evaluation of teachers should be a cooperative process involving the teacher and the administrator. If the greatest benefit is to be derived teachers must not only be involved in the preparation of the evaluative instrument, but also be directly involved in studying their own evaluations with the administrator. Their strengths and weaknesses should be freely discussed so that improvement will result.

In the Pinetop and Lakeside schools written evaluations have not been accomplished by the administrative personnel in past years. However, it is the recommendation of the survey team that written evaluations be accomplished. The survey team is not submitting a suggested evaluation form, it recommends that the administrators and the teachers cooperatively develop the evaluation instrument and periodically restudy and refine it.

Evaluation affects teachers more directly than any other personnel. Those teachers who are demonstrating high competency are entitled to be informed of their excellent service and conversely those teachers who have areas in which their teaching needs to be improved should have the benefit of this information and should be assisted in this regard. This is a serious administrative responsibility and one that must be assumed.

Presently teachers in the local schools come to the administrative personnel freely with problems in their teaching and when administrators are aware of teacher problems they likewise go to the teachers concerned. Classroom observation is imperative if administrators are to be able to make a proper appraisal of the teaching effectiveness of their staff. It should be pointed out that neither of the local school administrators had opportunity for such classroom observation because of the limitations of time and so they had little opportunity to work with teachers to assist them in the improvement of their teaching effectiveness. The administrators worked with the staff members after school. It is strongly recommended by the survey team that administrative assignments be scheduled to permit time for classroom observation and working with teachers in a supervisory capacity. This cannot be properly accomplished when the administrators are scheduled for full time teaching assignments.

Teacher Tenure and Retirement

Probationary Teachers. Under the laws of Arizona, a probationary teacher is one who has served from one to three years at a given school system and has not yet received a fourth contract. Nine teachers in Pinetop and Lakeside were probationary teachers: two in their first year, four in their second year, and three in their third year of teaching. Thus, slightly less than one-half of the total teaching staff were probationary teachers. The other ten teachers were tenure teachers.

Retirement. Retirement programs for the Pinetop and Lakeside teachers include the Arizona State Employees' Retirement System and the Old Age and Survivors Insurance (social security). The local district had no policy relative to mandatory retirement age other than the Arizona State law. After age 65 teachers can continue teaching only when the Board makes a yearly request of the Arizona Employees' Retirement System Board.

Staff Communications. It is important to keep all individuals and groups within the organization properly informed through various means of communications in order to provide for the maximum effectiveness of the school. It is very important that staff members be informed about the objectives, the rules and regulations, and the plans of the school and that teachers and students likewise have an opportunity to express their ideas concerning many facets of the educational program.

Within the Pinetop and Lakeside schools the communications were, for the most part, verbal. While this is effective in many areas of the operation, it is highly desirable to have written communications as well. Later in this report attention is directed to the importance of written personnel policies.

Another aspect of communication is keeping the public informed as to the purposes, activities and accomplishments of the educational program. All members of the staff have a responsibility in interpreting the schools to the community. In small communities it is often taken for granted that the lines of communications between the school and community are well established but in order to insure appropriate communication the school staff should periodically assess its procedures and make every effort to insure necessary communications.

Leaves of Absence

Sick Leave. Practically all school districts provide sick leave for certificated personnel and this is true of the Pinetop-Lakeside Schools. The Lakeside Schools had a sick leave policy of five days per year with no accumulated leave over a period of years. In the case of a death in the immediate family, additional leave was granted and this was determined by the individual circumstances. In Pinetop the sick leave provisions have been 10 days per year accumulative to 30 days. In the event of a death in the family, leave has been allowable and is deducted from the sick leave. Extensive illness beyond the period of allowable sick leave, normally resulted in a full deduction of the teacher's pay.

It is recommended that the Pinetop-Lakeside District approve a sick leave policy of 10 days per year cumulative to 50 days and that this apply to all teachers within the District. Past experience has shown that most teachers do not use their full sick leave; in fact, the provision for cumulative sick leave merely cares for that unusual circumstance when a teacher has an extended illness. It is seldom that such a condition arises, but in such an event it affords proper protection for an employee of long and faithful service.

Professional Leave. Professional leave would include opportunities for teachers to absent themselves from their duties to participate as members of professional organizations. Such participation would include attendance at state, regional, and national conventions of classroom teachers or specific subject matter groups. Very few teacher-days are required for this kind of professional leave yet it is significant as it serves to encourage participation of teachers in professional organizations resulting in improved teacher competency. The local schools have made provision for teachers to attend professional meetings from time to time and it has been the policy of the districts to employ substitutes on these occasions. It is recommended that more teachers be encouraged to participate in professional conferences and meetings and that substitute teachers be provided by the District.

Personnel Policies Handbook--Personnel Records

A personnel policy handbook is of significant value in informing staff members of the school policies which relate to them and their responsibilities. These policies constitute a framework within which the school program operates. When policies are well established and staff members are provided copies of these policies, the educational institution will function more smoothly and

the rights of all individuals will be duly protected. A comprehensive personnel policy handbook should include those factors which directly relate to teachers, including the following:

1. Recruitment, selection, and assignment.
2. Orientation and in-service education.
3. Evaluation and promotion.
4. Separation: including resignation, dismissal, and retirement.
5. Salaries and salary schedules.
6. Employee benefits and services including:
 - a. Leaves of absence
 - b. Dates and hours of employment
 - c. Periods of probation and tenure
 - d. Retirement benefits and social security
 - e. Other fringe benefits
7. Staff participation in the operation of the school.
8. Special provisions or restrictions relative to employment in the district.
9. Policy formulation and publicity.

In the development of personnel policies it is recommended that representative staff members be given opportunity to participate. When teachers have a part in developing those personnel policies which relate to their responsibilities and activities, there is greater acceptance and willingness to support the policies. Such a handbook should be clearly written and kept up to date. A looseleaf type of publication has some distinct advantages. A copy should be distributed to all employees who are affected by its provisions. Teachers must recognize that the revisions of such a handbook are policies which are to be followed until they are amended or replaced; however, teachers should always have opportunity to work for changes and improvements in personnel policies. The local schools did not have a Personnel Policies Handbook. However, the need for such a handbook was quite apparent; it was requested by both teachers and administrators and is recommended by the survey team.

Personnel Records. Complete personnel data should be maintained on each employee in the school district. These records should include both professional and personal information. The personnel data should include a complete record of employment on each individual, as well as information on teacher qualifications, teacher application blanks, confidential references, the evaluation reports of teachers, transcripts of all college work, absence and substitute report, withholding exemptions certificate, payroll records, employee contract, medical exams (chest x-ray), accident report, oath of allegiance, and other data. Periodically a review should be made of the records which are maintained to insure that they are up to date and all appropriate information is recorded.

Certificated Personnel Salary Program

The importance of having a well defined salary schedule cannot be over emphasized. Salary schedules which are based on experience and professional preparation provide a reasonable pattern and a logical procedure for determining the salaries of respective teachers. Salary schedules promote the morale of the staff and protect against inequities that might otherwise result. It further gives teachers knowledge of future salaries and thus promotes staff stability.

Principles of Salary Scheduling. There are several questions which should be given thoughtful consideration in determining an appropriate salary schedule. In general, it can be said that the purpose of the professional salary schedule is to attract and retain teachers who are well educated, professionally prepared and competent, of highest personal character, and dedicated to giving high quality teaching service to the children and youth of the community. The following principles are generally accepted by the teaching profession regarding salary scheduling:

1. Minimum salary--high enough to attract well educated, promising young people to the teaching profession.
2. Maximum salaries--high enough to retain highly competent and professionally ambitious men and women in classroom teaching.
3. Equity of treatment of classroom teachers of like qualifications and experience.
4. Annual increments to provide orderly progress to the maximum salary.
5. Provision for professional stimulation through incentives in recognition of professional qualifications and preparation.
6. Periodic adjustment of salary schedules with due consideration to trends and earnings in other professional occupations and changes in the cost of living.
7. Appropriate professional participation by classroom teachers in the development of salary schedules.
8. Salaries of professional school personnel other than classroom teachers (administrators) should be determined in accordance with the principles that apply to classroom teachers, with suitable recognition of the responsibilities and the preparation for leadership.

No formal salary schedules were in effect in the Pinetop and Lakeside schools. It is strongly recommended that an appropriate salary schedule be adopted by the Board. Table VIII presents 1962-63 salaries for teachers. The salary information is shown according to the number of years in service in the local schools. This table reveals that three teachers with master's degrees had an average salary of \$5,933.00 and 14 teachers with bachelor's degrees had an average salary of \$5,450.00. The average salary for all teachers, including the administrative personnel, was \$5,535.00. The part-time teachers employed on the substitute basis were not included in this table.

Recommended Teachers' Salary Schedule. The principles of a professional salary schedule that were previously listed in this report have been followed in the preparation of this recommended salary schedule for the Pinetop-Lakeside Schools. This salary schedule is based on the index system, starting with 1.00 for a bachelor of arts degree and no teaching experience. It moves progressively by preparation levels and experience levels. Since the index system is based upon a beginning salary for a bachelor's degree and no experience, adjustments are easily made. The index remains constant but the dollar amounts are computed in relation to the beginning salary. It is recommended that this type of professional salary schedule be adopted by the Board.

It is apparent that the adjustments to the recommended salary schedule for the present teaching personnel cannot be accomplished in one year. A logical progressive system should be adopted, perhaps providing for a maximum of two jumps in any one year until such time as teachers achieve the appropriate

TABLE VIII

SALARY DATA FOR CERTIFICATED PERSONNEL

PINETOP AND LAKESIDE SCHOOLS, 1962-63*

Years in Pinetop- Lakeside	Master's Degree			Bachelor's Degree			Total		
	No.	Per Cent	Average Salary	No.	Per Cent	Average Salary	No.	Per Cent	Average Salary
1-2	---			4	29%	\$5,175	4	23%	\$5,175
3-4	1	33%	\$5,200	3	21%	5,200	4	29%	5,200
5-6	---			2	14%	5,350	2	11%	5,350
7-8	---			2	14%	5,800	2	11%	5,800
9-10	1	33%	5,300	---	---	---	1	6%	5,300
11-12	---			---	---	---	0	---	---
13-14	1	33%	7,300	---	---	---	1	6%	7,300
15-over	---	---	---	3	21%	5,900	3	17%	5,900
TOTAL	3	---	\$5,933	14	---	\$5,450	17	---	\$5,535

* Does not include part-time teachers.

spot on the salary schedule for which they are qualified. In Table IX the suggested salary schedule for teachers in the Pinetop-Lakeside Schools is presented. It can be plainly seen that a limited number of years credit should be given for the bachelor's degree and a progressively greater number of years credit given for advanced preparation. The heavy requirements placed upon modern schools to provide the finest educational opportunities for boys and girls demand that the best possible teachers be employed and that they be encouraged to continue professional improvement and upgrading. This salary schedule is designed to encourage teachers to achieve high levels of professional attainment and professional competence.

Prior to the consolidation of the two districts contracts were issued to teachers for the year 1963-64. Since there is a new district and a new board because of the consolidation, it is recommended that new contracts be accomplished to insure proper legality and protection for the Board and the teachers. It is further recommended that adjustments be made in the salaries for 1963-64 in accordance with the recommended salary schedule, wherever it is possible to do so.

CLASSIFIED PERSONNEL

Nature and Importance of Classified Personnel Functions and Responsibilities

The non-teaching employees of the school system will be referred to as classified personnel. In the operation of the educational enterprise, many classified personnel are employed to perform various duties and responsibilities; they contribute much to the operation of the educational system. Whereas the teachers are directly responsible for the learning activities of boys and girls in the classroom, classified personnel work in an "assisting" roles. In the same sense that the school administrator's main job is to facilitate the educational opportunities for students, the purpose and functions of the classified personnel are to provide services so that more effective teaching will be possible.

A classified employee may assist in improving the efficiency of administrative responsibilities and teaching activities; he may help in protecting and improving the health and safety of pupils; he may contribute to the general atmosphere of the school plant; he may be involved in the transportation of pupils; he may be responsible for the maintenance of school facilities; or provide secretarial assistance to the members of the professional staff. It is obvious that teachers are of greatest importance in the total educational process, yet the classified personnel facilitate the learning processes in many ways and supplement the work of the teachers. Thus for very sound reasons, the classified worker has rightly taken his place as a member of the team. He is efficient and economical. It is reasonable to employ classified specialists so that the teacher specialists and administrative specialists can move forward to achieve the common educational goal.

Classified Positions. In the Pinetop School, there are four classified positions all of which are part-time employment: cafeteria manager, cafeteria helper, bus driver, and custodian. In the Lakeside School, there are four classified positions and three of these are part-time employment: cafeteria manager, cafeteria helper, secretary, and custodian, who also serves as a bus driver.

TABLE IX

RECOMMENDED CERTIFICATED SALARY SCHEDULE

PINETOP-LAKESIDE DISTRICT, 1963-64

Steps	BA	BA+18	MA or BA+36	MA+18
1	(1.00) \$5,000	(1.025) \$5,125	(1.05) \$5,250	(1.075) \$5,375
2	5,250	5,375	5,500	5,625
3	5,500	5,625	5,750	5,875
4	5,750	5,875	6,000	6,125
5	6,000	6,125	6,250	6,375
6	6,250	6,375	6,500	6,625
7		6,625	6,750	6,875
8			7,000	7,125
9			7,250	7,375
10	These steps should be added as soon as possible		7,500 (1964- 65)	7,675 (1964- 65)
11			7,750 (1965- 66)	7,875 (1965- 66)
12			8,000	8,125

It will not be possible to phase into this schedule in one year.
Teachers should be moved only two steps per year on the salary schedule until
they are all on the schedule.

Credit is granted for out-of-district teaching experience, up to three years.

Two of the classified employees are paid on an hourly basis and the other six have an annual wage. The turnover of personnel in classified jobs in the Pinetop and Lakeside schools has been very low. The average tenure of the employees is approximately five years.

Administration of Classified Personnel

Proper functioning of the total school operation, as complex and varied as it is, requires careful administrative consideration to the factors related to classified personnel. There are no job descriptions of the classified personnel, although the administrators have informed the employees of their various responsibilities. The survey team recommends that written personnel policies be developed by the administration and approved by the Board so that all classified employees may understand precisely what is expected of them in their jobs and the person to whom they are responsible.

In a small community the problems of selection of classified personnel are sometimes accentuated. However, proper administrative procedures will insure careful selection and assignment of personnel into their jobs, and provision for periodic appraisal of their performance. Provision should be made for probationary employment for the first six months or perhaps one year, and after that a formal written appraisal each year is desirable.

Great care should be taken in selection of bus drivers who will be responsible for the safety and well being of children who are transported. This is a responsibility of considerable importance and will require a person who has not only a high degree of driving skill, but an interest in and ability to properly control the pupils who are transported. The system wherein the bus driver also drives for activity trips is commended.

The problem of appropriate pay for classified personnel also must be considered. Employees who are working in the school system must be of high character because of their association with the children. It may be desirable to pay slightly higher wages for school employees than found in the comparable positions of employment elsewhere.

A specific salary schedule is not recommended by the survey team, because of the small number of classified personnel. Although such a schedule is not appropriate, guidelines in the determination of salaries should include:

1. Salary adequate to secure first class service for the school district
2. Salary adequate to attract individuals who are of excellent moral character
3. Salary adequate to provide a "living wage" for any line of work
4. Consideration of prevailing wages for employees in similar kinds of work in the local community
5. A set salary so that the administration and the employees will not be constantly placed in a bargaining situation from year to year.

It should be clearly pointed out that all classified personnel are under the direct supervision of the administrator of the schools and responsible directly to him for the performance of their duties. It seemed apparent to the survey team that most of the classified personnel were performing their

duties in a satisfactory manner. Likewise, it was noted that they had a genuine interest in the schools and the students.

Personnel Policies

The Pinetop and Lakeside schools, did not have written personnel policies for classified personnel. It is recommended that a Personnel Policies Handbook of some type be developed which would state in writing the personnel policies for all classified employees. This handbook could include personnel policies for both certified and classified personnel.

Leaves of Absence

The Lakeside School has had a policy of five days sick leave per year for classified employees. This policy was broadened to include provisions for leave in the case of death in the family. If an employee needed to be absent for personal reasons, he was expected to pay for his replacement. In the Pinetop School there has been no official sick leave provision for classified personnel. In the event that an employee was gone for a day or so, he was expected to pay a substitute during this absence. It is recommended that an appropriate leave policy be approved by the Board. Such a policy should state that each employee earns one day per month sick leave and bereavement leave, cumulative to a total of 30 days. The sick leave policy should include only those persons who are on regular salary and not those who are paid an hourly wage. Such a leave policy will not incur much expense on the part of the district, and will improve the working conditions for the classified personnel and help make it possible for the District to be able to secure and retain high quality personnel.

Vacation. At the present time, all classified personnel are part-time employees and therefore do not qualify for vacations. Only one classified person works eleven months and he is not employed during the twelfth month.

Retirement. Classified employees at Pinetop participate in Old Age and Survivors Insurance (Social Security) but not at Lakeside. It is recommended that all classified employees be so covered. Maximum benefits are provided on the basis of deductions for the first \$4800 employee salary per year. The salaries of all classified personnel except one are below \$4800 per year. Thus they are unable to qualify for maximum benefits. As a result, their retirement benefits from Social Security will be somewhat inadequate.

Classified employees of school systems in Arizona are eligible for retirement benefits under the Arizona State Employees' Retirement System if specific requirements are met. It should be pointed out that more and more school districts are providing additional retirement coverage through the Arizona State Employees' Retirement System. It is recommended that the Board make provisions for retirement benefits to the classified employees under the Arizona State Employees' Retirement System.

SUMMARY RECOMMENDATIONS

In this chapter on Staff Personnel many recommendations have been made for the guidance of the administration and the Board. The major recommendations are presented in summary.

1. Pre-school workshops for the staff should be carefully planned to provide excellent orientation of the staff; this is important particularly for new staff members.
2. A well developed program of in-service education for teachers is essential. It should utilize the competencies of local staff members and professional consultants.
3. The schedule of the administrator should include adequate time during the day for classroom observation and other instructional supervisory and leadership activities.
4. Formal, written evaluations of probationary and tenure teachers should be accomplished by the administration. For probationary teachers two or three such evaluations each year are recommended and at least one per year for tenure teachers.
5. A written policy providing adequate sick leave is needed. Sick leave of 10 days per year, cumulative to 50 days for all teachers is recommended.
6. Teachers should be encouraged to participate more extensively in professional meetings and conferences. The district should provide substitute teachers on these occasions.
7. There is need for a Personnel Policies Handbook for certificated and classified staff members which would set forth many of the policies and procedures pertaining to the administration of staff personnel.
8. Complete personnel records should be maintained in the superintendent's office.
9. A professional salary schedule is needed that will attract and retain professionally educated and highly competent teachers. Such a salary schedule is presented in this chapter.
10. Job descriptions should be prepared for all classified positions in the District.
11. A period of probationary employment for all classified personnel is desirable with a formal written appraisal of each employee annually.
12. A sick leave policy for classified employees should be adopted, and one day per month, cumulative to 30 days, is recommended.
13. Under the new District all classified employees should be covered by Social Security.

CHAPTER V: FINANCE AND BUSINESS MANAGEMENT

INTRODUCTION

The thrift and economies that have been practiced in both the Lakeside and Pinetop schools is indicative of local interest and concern for the schools. Numerous incidents of local help have been demonstrated in both districts. School buildings have been constructed by student labor under the direction of a teacher at Lakeside. At Pinetop the new building was a real community enterprise. Gifts of lumber and labor helped to make such a good building a reality. On several occasions the local people have contributed time and labor to such worthy enterprises.

This chapter deals with the financial and business management aspects of operating the schools in the two communities and provides recommendations that will enable the new school board and administration to deal more competently with the problems of the District.

ASSESSED VALUATIONS AND TAX RATES

Lakeside Elementary School District No. 16

The assessed valuation of this district has increased rapidly in recent years. It has almost doubled in the past two years. The assessed valuations and school tax rates for each of the past five years are as follows:

<u>Year</u>	<u>Assessed Valuations</u>	<u>School Tax Rate</u>
1958	\$ 537,776	\$6.0629
1959	599,338	4.3080
1960	889,521	4.4643
1961	1,408,976	2.4279
1962	1,606,237	2.4061

Pinetop Elementary School District No. 8

The growth in assessed valuations of property in the Pinetop School District parallels the growth in Lakeside. This has been favorable to securing cooperation in the solution of common problems. The increases in valuations and the school tax rates from 1958 to 1962 are as follows:

<u>Year</u>	<u>Assessed Valuations</u>	<u>School Tax Rates</u>
1958	\$ 398,302	\$3.2445
1959	428,552	2.6736
1960	644,742	2.7036
1961	1,090,754	2.2295
1962	1,180,828	2.0972

Projected Assessed Valuations

It is anticipated that the Lakeside-Pinetop area will continue to grow rapidly. This is due primarily to the new forest industries that have started operation and also due to continued interest in the area as a summer vacation spot. It is expected that the assessed valuation for the Pinetop-Lakeside School District will be near the following amounts:

<u>Year</u>	<u>Assessed Valuation</u>
1963	\$ 3,205,125
1964	3,685,893
1965	4,238,777
1966	4,874,593
1967	\$ 5,605,782

The financing of projected building programs and costs of additional sites will be given treatment in the following chapter.

PER PUPIL EXPENDITURES

Lakeside District

It is appropriate to analyze the per pupil expenditures of a school district and compare these with expenditures of other school districts in the County and State or with State and County averages. This was done. The total current operating expenses and the total per pupil expenses for the school district, the County, and the State are listed as follows:

<u>Year</u>	<u>A.D.A.</u>	<u>Current Operating</u>			<u>Total Expenses</u>		
		<u>Lakeside</u>	<u>County</u>	<u>State</u>	<u>Lakeside</u>	<u>County</u>	<u>State</u>
1957-58	190	\$244.56	289.14	308.94	\$326.82	326.21	350.80
1958-59	200	280.14	305.22	322.92	311.18	334.58	365.61
1959-60	205	311.21	325.25	340.26	403.30	365.95	390.48
1960-61	254	311.09	349.62	356.95	370.90	392.90	411.32
1961-62	286	311.14	343.70	379.55	356.07	391.33	443.75
1962-63*	291	343.00			378.00		

*Based on best estimates at date of report.

The foregoing data clearly indicate that the expenditures were not excessive. These per pupil expenditures are for the elementary school districts. One must remember that Lakeside Schools served both elementary and high school students. The total per pupil expenditures were greater than would have been necessary had they served only the elementary pupils.

Pinetop District

A comparative analysis of the per pupil expenditures for the Pinetop School during the past five years and the estimate for the current year are as follows:

<u>Year</u>	<u>A.D.A.</u>	<u>Current Operating</u>			<u>Total Expenses</u>		
		<u>Pinetop</u>	<u>County</u>	<u>State</u>	<u>Pinetop</u>	<u>County</u>	<u>State</u>
1957-58	49	\$323.34	289.14	308.94	\$390.19	326.21	350.80
1958-59	64	283.14	305.22	322.92	331.29	334.58	365.61
1959-60	76	304.97	325.25	340.26	359.95	365.95	390.48
1960-61	89	271.49	349.62	356.95	366.82	392.90	411.32
1961-62	101	304.96	343.70	379.55	413.88	391.33	443.75
1962-63*	123	319.00			367.00		

It is interesting to note that the expenditure levels of Lakeside and Pinetop have not been greatly different.

ANALYSIS OF BUDGETS

Lakeside District

The 1962-63 budget was analyzed to determine if it was a balanced budget. At the beginning of the current year the cash balance totaled \$18,749.91, the county school fund receipts were calculated to be \$62,092.46, revenue from P.L. 874 was estimated to be \$1,800, forest fees to be \$900.00, equalization receipts to be \$660.33, and miscellaneous receipts to be \$64.30.

The survey team does not believe that it should be the goal of any governmental unit to have a large cash balance at the end of any fiscal year. A balance generally results from one of the following: (1) some expenditures were budgeted that were really not needed, (2) some anticipated receipts were not recorded, or (3) the district obtained a "windfall" of money from an unexpected source. The last of these seldom happens to a school district. The anticipated receipts from P.L. 874 were estimated at only \$1,800 when the actual amount received the previous year was \$10,040. Nine hundred dollars from Forest Reserve Fees was recorded as Potential revenue even though \$2124.36 had been received during the previous year. If under-estimates are made it is necessary for the County Board of Supervisors to levy a larger tax than is necessary, and thus money is actually taken from the taxpayers before it is needed.

The budgeted expenditures were well balanced among categories. No money was budgeted for Old Age and Survivor's Insurance (Social Security) which means that the custodian and other non-certificated personnel have no retirement

program. The school district can legally cover such employees with both OASI and the Arizona State Employees' Retirement System if it chooses to do so. A minimum recommendation is that the Social Security coverage be provided. In this day and age it becomes increasingly more difficult for a person to set money aside for adequate retirement, consequently, the adoption of the Federal Social Security program.

The capital outlay expenditures were high for the current year but during the year a nice science laboratory was equipped. In some years it is necessary for a small district to make large capital expenditures. Larger districts have the opportunity to spread capital expenditures over a longer period and can thus hold such expenditures at an even level year after year.

Pinetop District

The anticipated revenues for the 1962-63 operating budget indicated a cash balance of \$2582.14 at the beginning of the school year. This was only about five per cent of the total budget. It appears that it was obtained by budgeting more funds than were needed. However, in view of the fact that the head-teacher was teaching full-time it was not possible for him to spend the time and effort to construct a budget that reflected more accurate estimates. The district found it necessary to request permission to exceed the statutory limitation of six per cent increase. This was due to the fact that more pupils were anticipated than the mechanics of the law provides funds with which to educate pupils. Approximately 13 more pupils were actually in attendance than provided by the method prescribed by Section 14-1212, A.R.S.

The Pinetop District provided Social Security coverage (OASI) to non-certificated personnel but did not give the coverage provided by the Arizona State Employees' Retirement System. The new school board must make a policy decision regarding retirement plans. A recommendation in this regard has been made in Chapter IV.

PURCHASING PROCEDURES

The purchasing procedures for both districts were similar. The person responsible for making purchases issued a purchase order for supplies or equipment needed. Such orders were dependent upon the item's inclusion in the adopted budget. The purchase orders were not serially numbered. When the new school year begins on July 1, 1963, it is recommended that serially numbered purchase orders be used and that only one person be authorized to sign the orders.

The purchasing had been from reliable school supply firms and reliable local merchants. The best price possible was obtained in view of the limited quantities purchased and the limited storage space. As the numbers of pupils increase in the districts the per capita cost of supplies can be decreased only by a slight amount by quantity purchasing. It is not recommended that the district consider a warehouse. Storage for supplies in each school is needed and should be controlled by an individual at each school. However, the plan of permitting teachers to secure supplies when needed is recommended. Any misuse of supplies as a result of such a privilege can be detected and corrected easily. Teachers have the reputation of dealing fairly in matters of this nature and the staff morale is improved if trust is lodged with them.

ACCOUNTING PROCEDURES

District Funds

The accounts for district funds are maintained by the county school superintendent. Each school was maintaining a local account ledger for its own use. This procedure has been satisfactory in the past but in the years ahead it will be necessary for the superintendent to maintain more accurate records unless the county is able to provide monthly balance sheets for each account. Even then, it will be necessary to establish an encumbrance system so that the possibility of over-spending the budget will be precluded.

Beginning July 1, 1963 it will be necessary for the districts (elementary and secondary) to maintain separate records. Both districts will have budgets, minutes, and financial accounts.

Student Activity Funds

The Pinetop School did not have any student funds. Small amounts of money occurring from some activities were kept by the head teacher and spent for pupil benefits. The survey team does not question the honest handling of such funds but State law (A.R.S. 15-1271-74) requires that all such funds must be handled by more prudent procedures. Accounts in the future should be established along approved lines and money must not be paid out except by check.

The Lakeside School had several student activity accounts. The balance for each as of April 29, 1963 was as follows:

Annual	\$195.15
Music Department	0
Pictures	178.34
Student Council (Sweatshirts, etc.)	0
Class of 1964	15.46
High School Textbooks	54.23
Student Insurance	0
Lettermen's Club	25.13
Athletics	145.30
Class of 1966	9.79
Student Council	0
Total	\$623.40

An examination of these accounts indicated that they were properly handled, however, several suggestions are made. It is suggested that the following listing of the accounts be made and that future accounts follow the same lines of reasoning:

Annual

Music Club

Student Body Funds (with sub-accounts as follows: Insurance,
pictures, clothing, Student Council)

Class of 1964

Class of 1966

Lettermen's Club

Bookstore

Athletics

The Arizona laws permit bookstore and athletic funds to be classified as student activity funds. Any other fund so classified must be money raised primarily by student effort, under faculty sponsorship, and subject to expenditures in accordance with the wishes of the class or club but within policy established by the Board. The Student Activity Funds were deposited in the Valley National Bank in Showlow.

The cafeteria funds at Pinetop were being sent to the county school superintendent every few days via postal money order. No funds were banked. The cafeteria funds of the Lakeside District were being banked in the First National Bank in McNary and were forwarded to the county school superintendent by check. Both districts were paying out funds on the special vouchers required. Both cafeteria operations were financially solvent.

Money Handling

It is recommended that the following separate accounts be maintained at local banks: (1) Student Activity Funds, (2) District Funds, and (3) Trust Funds. The monies received should be accounted for by receipts or cash register tapes. All monies paid out must be by check. The money received for rental of buildings, sale of old furniture, etc., along with cafeteria monies shall be banked in the District Funds Account. The Trust Funds will be for such things as deposits, scholarships, etc., where money paid into a fund will be paid out under given conditions. Money received by the school to be paid out as a scholarship to a selected student is actually being held in trust and does not qualify as a student activity fund.

It is also recommended that a broad money coverage insurance policy be obtained to protect all such money in case of theft, mysterious disappearance, robbery of messenger, and fire. It is also recommended that in the development of the new high school plant that a money safe be secured in which to store money until it can be delivered to a bank.

Audits

Arizona law (A.R.S. 15-1273) requires that an annual audit of student activity funds be made. The cost of such an audit is a just charge against the district funds. A local accountant who is familiar with Arizona law as it relates to proper handling of school funds should be secured each year for such an audit. A proper audit of all funds should be made at any time that funds are being transferred from one individual's care to the custody of another.

This gives protection to both parties. An audit of all funds at both Pinetop and Lakeside should be accomplished at the end of the current fiscal year.

Debt Service

Records at the individual schools indicated that the Lakeside School District had an outstanding bonded indebtedness of \$49,000 and that \$6,000 was being paid on the principal each year. The interest amounts to about \$2,000 yearly at the present time and decreases about \$257 yearly.

The outstanding bonds of the Pinetop School District totaled \$13,000. Each year \$2,000 is being liquidated. After July 1, 1963, the bond service program will be the obligation of the new district.

INSURANCE PROGRAMS

The two important procedures used by public bodies to protect properties entrusted to their care are good maintenance procedures and good insurance programs. The maintenance procedures are presented in Chapter VI. The insurance programs of both Lakeside and Pinetop elementary schools were examined.

Lakeside School Insurance Program

The Lakeside School District was carrying two types of insurance policies at the time of the survey. The fire insurance coverage was handled by Lloyd C. Henning Insurance Agency, Holbrook, Arizona. The policies were written on the Public And Institutional Property Form No. 1 and had the normal extended coverage, endorsements covering Vandalism and Malicious Mischief, and Replacement Cost. Each policy was a 5-year policy in the amount of \$55,000; the cost of which was \$649.00 per year; thus providing \$275,000 coverage. The expiration dates, writing companies, policy numbers, and amounts were as follows:

7-1-63	Springfield Fire & Marine Ins. Co.	0S357611	\$55,000
7-1-64	The Manhattan Fire & Marine Ins. Co.	490,558	55,000
7-1-65	Springfield Fire & Marine Ins. Co.	0S 357612	55,000
7-1-66	The Manhattan Fire & Marine Ins. Co.	490,559	55,000
7-1-67	Springfield Fire & Marine Ins. Co.	0S357613	55,000

The second type of insurance coverage was an Automobile Combination Policy with the Hartford Fire Insurance Co., Policy No. 59HK702114. This was obtained from H. M. Johnson & Associates of Holbrook, Arizona. It was a one-year policy covering the 1959 Chevrolet, 54 passenger school bus, which bus cost \$5900 new. The policy provided liability limits of \$25,000 for injury to one person and \$50,000 limits to one accident, \$1,000 medical benefits, \$5,000 property damage, \$5,000 comprehensive, and \$100 deductible for collision or upset. The premium was \$117.79 for the one-year policy.

Pinetop School Insurance Program

The Pinetop School District had the same kinds of insurance protection carried by the Lakeside District. The fire insurance policy was in the amount of \$90,000. It was a 5-year school insurance policy with the Standard Fire Insurance Company. The policy was purchased on the installment plan and cost \$291.60 per year. It was secured from the Community Insurance Agency in Pinetop. The Community Insurance Agency also issued an Automobile Combination Policy, written by New York Underwriters Insurance Company. This policy had liability limits of \$100,000 - \$200,000, medical benefits of \$500, and property damage benefits of \$5,000, collision, fire and theft, but not general comprehensive coverage. The 1960 Ford 36-passenger bus was covered.

Insurance Recommendations

A basic insurance program for a school district should consist of the following types of insurance coverage:

- Fire and Extended Coverage
- General Liability
- Money Coverage
- Automobile
- Fidelity Bond
- Official Bond

Fire and Extended Coverage. On July 1, 1963 it will be possible for the newly organized school district to secure the Public Institution and Property Form (P.I.P.) blanket-coverage type policy to protect all the buildings owned by the district. The insurable value of the buildings owned by the Pinetop District has not been great enough to secure this type of coverage; although it has been purchased by the Lakeside District. This particular type of insurance coverage results in savings to the district of about 30 per cent in premiums each year. However, quarterly fire inspection reports must be filed in order to qualify. It is doubtful that endorsements to cover vandalism and malicious mischief and glass breakage are necessary.

General Liability Insurance. In years past it has not been necessary for school districts to carry this type of insurance protection. However, in April, 1963, the Arizona Supreme Court handed down a momentous decision that makes the State and its political sub-divisions subject to tort liability. Hereafter school districts can be sued for acts of negligence that result in injury to a person or property.

The survey team strongly recommends that the District secure a general liability policy to protect the board members, the school district, and employees when performing a governmental function. The limits should be in amounts not less than \$1,000,000 for injury to one person and not less than \$3,000,000 for injury to more than one person for a single act. It is possible to get this policy to protect against liability related to school bus operation.

Money Coverage. A broad-form money coverage policy would be most appropriate for protecting the district against losses from fire, theft, mysterious disappearance, or messenger robbery. This policy is not very expensive and is particularly needed because there is no bank in either Lakeside or Pinetop.

Automobile. The automobile insurance that each district has carried in the past is satisfactory. However, increased liability protection is needed in such policies or in the general liability coverage. Medical benefits should be at least \$5,000 per person. A savings in insurance coverage on school busses can be realized by securing coverage for nine months and making the provision for coverage in case bus is moved to garage during the summer months for servicing.

Fidelity Bond. Protection against the possible dishonesty of employees who handle school money or property can be secured with a blanket-type fidelity bond. Principal money-handlers are named and amounts of coverage for each is specified. Other employees are automatically covered.

Officials Bond. The Arizona Revised Statutes requires that the treasurer of the student activity fund be bonded. The officials bond is the appropriate coverage. (A.R.S. 15-1272)

SUMMARY RECOMMENDATIONS

The important recommendations that have been made in this chapter are summarized as follows:

1. Only one person should be authorized to issue purchase orders. All purchase orders should be serially numbered.
2. The District should not consider the addition of a school warehouse.
3. An encumbrance accounting system should be utilized.
4. All student activity funds should be handled in accordance with the recommendations in this report and in accordance with A.R.S. 15-1271-4. Board policy to govern these funds should be established.
5. Separate bank accounts should be established for each of the following: Student Activity Funds, District Funds, and Trust Funds.
6. A money safe should be installed in the new school plant.
7. The Student Activity Funds should be audited annually, and all funds should be audited at the end of this current year. (1962-63)
8. The newly formed school district should secure the blanket-type fire insurance coverage and use the Public Institution and Property Form. This will require quarterly fire inspections.
9. The District should secure a general liability insurance policy with limits of \$1,000,000 and \$3,000,000.
10. A broad-form money coverage insurance policy should be secured.
11. The automobile insurance coverage should be for the nine months of school and with coverage for such time that busses are going to or from service garages. Increased liability limits should be secured or all liability should be placed under the general liability policy.

12. A blanket-type fidelity bond should be secured to protect all money and property against possible mishandling.
13. The student activity treasurer should be bonded with an official bond.

CHAPTER VI: SCHOOL PLANT FACILITIES

INTRODUCTION

This chapter presents an analysis of the existing school sites, school buildings, financial resources for building needs, the pupil population growth, and facility needs in new high school.

SCHOOL SITES

Lakeside Elementary School Site

This school site is owned by the Lakeside Elementary School District and has served for many years, as a site for both an elementary school and a high school. The district has had permission from the State Board of Education to offer high school courses. This site contains approximately four acres of land, is fenced for safety of children and protection of lawn from roaming cattle, and has some beautiful pine trees over much of the campus. A large area has been seeded to grass and is watered with a sprinkling system. This area serves both as an athletic field and as a play field.

This school site is quite small in comparison with minimum standards recommended by the National Council on Schoolhouse Construction. The Council recommends that the minimum site for an elementary school be five acres plus one acre for each 100 pupils. If it were to accommodate only those students now enrolled in the first six grades it should be seven acres in size according to this standard. The minimum recommended size for a high school site is now listed as thirty acres plus one acre for each 100 pupils. Within the past 15 or 20 years the school programs have changed greatly. More and more outdoor space is needed for physical education activities, both for boys and for girls.

Much of the campus has been covered with cinders. These keep the mud from clinging to children's feet but are also contributors to rapid wear of shoes and clothing. The volcanic cinders serve a useful purpose but are not an ideal cover.

Even though this site is quite small it is recommended that it be continued in use. However, not more than two or three classrooms should ever be added to it.

Pinetop Elementary School Site

This school site is only two acres in size and is located one-half block off the main highway-street. Land adjacent to the schoolsite can be purchased but in view of the encroachment of business and commercial enterprises it is recommended that no such purchase be made. The survey team recommends that an adequate ten acre site be purchased and that within a few years consideration be given to moving the present four-room building to the new site. The cafeteria building cannot be moved and the older building on the south side of the present site is not worth moving. This land should have considerable value to some commercial enterprise and the cafeteria building would be of value as a shop or warehouse. The survey team viewed several pieces of land that would serve adequately

as school sites. The continuance of an elementary school in Pinetop is economically feasible and educationally desirable. The cost of transporting elementary school pupils to a central site would not be great at the present time; however, as the community of Pinetop grows the cost would increase each year. Besides, within the next year or two the number of pupils will be great enough to justify one classroom for each grade level.

The present site needs many improvements. The old concrete foundations should be removed for safety purposes. The cinder-covered playground is unsatisfactory. The logical way to improve this playground, as small as it is, is to level it, allowing for drainage, and cover it with some asphaltic material. The amount of wear and tear on such a small space by so many children prevents use of any type of grass coverage.

Pinetop-Lakeside High School Site

The school board is to be commended for securing the new 73 acre high school site located between the two communities. The site was acquired by the Union High School District Board which body will never operate a school because of the merger of the two elementary school districts, thus making the school a district high school and not a union high school. No difficulty should be experienced in using this site by the Pinetop-Lakeside High School District. A long-term Special Use Permit was obtained from the United States Department of Agriculture, Forest Service, Sitgreaves Forest. The permit is for approximately 30 years. The permit is for the S $\frac{1}{2}$ of the NW $\frac{1}{4}$ of Section 25, Township 9N, R 22 E. This 80 acre permit is only for that portion not now used as a highway, and nets about 73 acres.

This school site is one of the most beautiful high school sites in the state of Arizona. The rubbish that now exists on the site can be moved without an unreasonable expenditure of funds. The school administrator indicated that it will be possible to use a county work detail to do much of the work. The land can be converted to playfields and campus without destroying the beauty of the area. The large trees should be retained. A good architectural firm would welcome the challenge of designing a secondary school for this site.

It is recommended that negotiations be started with the local water utility company in order to secure an adequate supply of domestic water. If satisfactory arrangements can be obtained from the company it will not be necessary for the school to drill a well for water to be used on playfields. If satisfactory rates cannot be secured for such water it may be necessary, for economic reasons, to drill such a well. However, for domestic purposes a more reliable source of supply should be obtained.

Other utilities are readily available to the site. There is no natural gas, but telephone service and electric service are available.

SCHOOL BUILDINGS

Lakeside Elementary School

Although this school is currently being used both as an elementary and high school the evaluation was made in light of possible use as an elementary

school which will house only the first six grades. The small site is not adequate for upper grade or high school use.

This school has had an interesting history. Many prominent people have received their education on this site. Two former buildings burned on this site, the last one in 1957. Two buildings were built under the direction of teachers and with student labor. These buildings are the Wallace H. Larson Memorial Library and the Primary Building. The main building, consisting of ten classrooms, offices, etc. was built in three stages. This building is constructed of inexpensive materials.

The buildings on the site, the construction dates, and the approximate costs are indicated in the following table. The quality of the building, based on both the educational requirements and the quality of construction, is also given in the table. The buildings listed in Table X are rated in accordance with the following ratings: EXCELLENT, GOOD, AVERAGE, FAIR, POOR.

TABLE X
CONSTRUCTION DATES, COST, AND RATINGS
OF LAKESIDE SCHOOL BUILDINGS

Building	Date Built	Approximate Cost	Rating
Larson Memorial Library	1938	?	Poor
Primary Building	1947	?	Poor
Gymnasium	1953	28,000	Fair
Main Building - 6 rooms	1958	80,000	Average
Main Building - 3 rooms	1961	28,000	Average
Main Building - 1 room	1962	12,250	Average

The survey team recommends that the present buildings be used for both elementary and high school purposes during the school year 1963-64 and thereafter that the main building only be used for an elementary school, grades 1-6. The nine classrooms and cafeteria will serve the needs of the Lakeside elementary pupils the next five or six years before additional classrooms are needed. The primary building, because of its location, could serve as a garage for two busses. The wooden floors would need to be removed and concrete floors installed.

It is also recommended that the library be moved into one of the classrooms that will be vacated when the high school students move into a new building and

that the old library building be removed. It is hoped that the community of Lakeside might consider the construction of a new library building that will be more accessible to people who shop in Lakeside. It would seem most appropriate to name such a new library the Wallace H. Larson Memorial Library. Mr. Larson made a significant contribution to both the schools and the community of Lakeside.

The list of classrooms, their usage, and approximate sizes are listed in Table XI. Boys and girls toilet rooms were located in the primary building and the main building, and boys toilets only at the gym.

Maintenance of Lakeside School. The survey team did not think that the quality of custodial services was at a desirable level. The floors were not clean, the walls were not being kept clean, and in some areas it looked as though neither a broom nor mop had been used in weeks. A sanitary and healthful place to study is absolutely essential and the school district should not settle for less. It was not the purpose of this study to determine the reason for unsatisfactory services; only to recommend the quality level that should be established and maintained. The final responsibility for the quality of work lies with the administrator; he must see that the buildings and grounds are safe, clean, and healthful.

Recommendations. Several recommendations have already been made. In future building construction more attention should be given to the insulation in outside walls in view of the expensive fuels for heating in the winter months. The inside of the exterior walls could be furred out 3/4" and a foil-back plaster board or dry-wall could be installed. Such installation should pay for itself in a matter of 8 or 10 years in decreased costs of heating fuel.

The walls in many of the classrooms were painted with colors that are too dark, thus preventing proper distribution of reflected light. The artificial lighting is excellent. Some of the walls are not painted and consequently the maintenance of them is most difficult and costly. Some of the plastic glaze paints serve in such areas to reduce maintenance costs. The science laboratory desks can be removed and installed in the new high school building and this room can be converted to an elementary classroom.

In future construction the floors of toilet rooms should either be plain concrete, terazzo, or ceramic tile. Asphalt tile is not satisfactory. A glazed wall to the height of six feet is needed in order to lower maintenance costs. Greater care should be taken to provide no-vision shields at entrance ways to toilet rooms. The roof on the gym is to be replaced this summer.

Pinetop Elementary School

The Pinetop Elementary School consists of two buildings resting on the site and one old building that was either sold or donated to a church and later reconverted to school use. This old building does not rest on school property therefore the ownership might be questioned. The survey team considers the new four-classroom building to be quite attractive, well maintained, constructed of materials appropriate to the area, and lends itself for a good educational program. Each room is 24' x 30' in size. All floors are covered with asphalt tile and ceilings with acoustical tile. The lighting is adequate. The walls in the hallways and classrooms are native knotty pine and are quite attractive. The

TABLE XI
SIZE AND USAGE OF ROOMS, LAKESIDE SCHOOL, 1962-63

Room	Current Use	Size
Primary	1st Grade	16' x 40'
Primary	2nd Grade	16' x 40'
Gym	Boys' P.E. - Main Floor	60' x 80'
Gym	Dressing Rooms (2)	24' x 24'
Larson Hall	Library	22' x 30'
Larson Hall	Music Room	16' x 30'
1	Fourth Grade	26' x 26'
2	H. S. Science	26' x 30'
3	7th Grade	26' x 26'
4	5th Grade	26' x 26'
5	Home Economics	26' x 26'
6	3rd Grade	26' x 26'
7	6th Grade	26' x 30'
8	H. S. Social Studies	26' x 28'
9	Spanish-Typing	26' x 24'
10	8th Grade	26' x 29'
Cafeteria	Cafeteria	24' x 26'
Cafeteria	Kitchen	16' x 20'
Cafeteria	Storage	10' x 10'
Cafeteria	Dish Room	6' x 16'

office is adequate. The heating fuel is a bottled liquid gas. The toilet facilities are not adequate for the numbers of pupils enrolled. Thus, when the seventh and eighth grades are moved into the new six-year secondary school it will give some relief.

The cafeteria is quite adequate except for the size of the kitchen and storage areas. The lunch room is excellent for lunch purposes and community use. It is 42' x 60' in size. More space and kitchen equipment are needed for proper preparation of school lunches.

The old school building, that later became a church, and again a school building, is 21' x 43' in size. It is large enough for a class group and has a gas-fired floor furnace for heating. The hollow-core doors have deteriorated and need to be replaced.

Recommendations. It is recommended that these Pinetop facilities be used for all eight grades during the 1963-64 school year and that starting in 1964 they be used only as an elementary school for grades 1-6. As growth continues it will be necessary for the District to build additional classrooms. None should be built on this site. The removal of the main building to a new site may prove to be a logical answer. The present site, as has already been cited, is too close to business and commercial enterprises and is too small in size. It may become valuable enough to justify sale within a few years.

The exterior of the main building needs a coat of paint. Wooden buildings will deteriorate rapidly if not properly maintained. The storage space and kitchen space should be enlarged. Both can be done without making the lunch area too small.

SCHOOL EQUIPMENT

Both school districts have had the policy of purchasing quality equipment. Furniture, busses, and instructional equipment are of a desirable quality. The new district cannot expect to maintain the quantity of equipment that a larger district maintains. However, it is essential to maintain a desirable level of quality so that maintenance costs will not be too great.

GROWTH IN PUPIL POPULATION

Lakeside School

This school has received its most rapid growth during the past school year. It is difficult to predict accurately the rate of future growth. However, it must be assumed that factors that have contributed to its current growth are still present and will continue to influence the growth in the immediate years ahead. The birth rates in Navajo County are declining somewhat but each year more babies are born than in the previous year. There is little prospect of a decline in population in this area. The actual memberships of pupils in each grade during the past six years are listed in Table XII.

TABLE XII
MEMBERSHIP IN LAKESIDE SCHOOLS, BY GRADES, 1957-63

Grade	School Year					
	1957-58	1958-59	1959-60	1960-61	1961-62	1962-63
1	37	20	25	22	23	34
2	26	20	18	28	28	26
3	29	23	28	31	30	29
4	21	27	21	29	30	42
5	16	19	24	24	27	31
6	13	19	18	29	20	31
7	15	13	21	26	32	29
8	12	15	15	23	27	35
Sub-Totals	169	156	170	212	217	257
9	12	11	15	17	27	35
10	12	15	12	18	17	28
11	8	13	13	15	19	23
12	9	8	9	13	13	20
Sub-Totals	41	47	49	63	76	106
TOTALS	210	203	219	275	293	363

Pinetop School

The Pinetop School enrollment has been growing at a faster pace than has the Lakeside enrollment. The Lakeside Elementary School membership increased 50 per cent in five years whereas the Pinetop membership has increased about 150 per cent. At the time of this report the Lakeside membership was not quite twice that of Pinetop. If the growth of both communities continue at the rate that has been experienced during the past five years the numbers of elementary pupils in each area will be about equal in 8-10 years. This is the main reason why the survey team recommends schools for both communities. By 1970 the memberships in grades 1-6 will be about 350 in each community.

The actual numbers of pupils in each grade of the Pinetop School during the past six years are listed in Table XIII.

TABLE XIII
MEMBERSHIP IN PINETOP SCHOOL, BY GRADES, 1957-63

Grade	School Year					
	1957-58	1958-59	1959-60	1960-61	1961-62	1962-63
1	10	11	18	9	14	18
2	6	9	13	18	7	16
3	5	5	8	15	19	11
4	6	10	7	9	18	23
5	10	10	13	8	12	17
6	4	11	8	15	13	15
7	6	6	8	6	12	23
8	5	7	3	11	7	13
TOTALS	52	69	78	91	102	136

Projected Pupil Populations

The total pupil population estimates for the Pinetop-Lakeside School District for the immediate years ahead are shown in Table XIV.

With the anticipated enrollments for the immediate years ahead it would appear that the district should build secondary school facilities for approximately 400 pupils at the outset. Elementary classrooms will not need to be added for at least three years.

TABLE XIV
PROJECTED MEMBERSHIPS FOR PINETOP-LAKESIDE SCHOOLS
1963-1968

Grade	School Year				
	1963-64	1964-65	1965-66	1966-67	1967-68
1	61	71	83	97	113
2	57	67	78	91	106
3	47	64	75	87	102
4	45	53	72	84	97
5	73	51	60	81	95
6	53	80	56	66	89
Sub-totals	336	386	424	506	602
7	51	58	88	62	73
8	56	55	62	94	66
9	48	56	55	62	94
10	42	50	59	58	65
11	34	44	52	62	61
12	21	29	38	45	53
Sub-totals	252	292	354	383	412
TOTALS	588	678	778	889	1014

PLANT FACILITIES FOR NEW HIGH SCHOOL

It is proposed that the new school be a six-year secondary school. Grades seven and eight are a part of the elementary school, and inasmuch as the number of pupils in these two grades will represent from 35 to 40 per cent of the pupil population of the proposed high school after operations start, it is proper that

part of the cost of new construction should be borne by the elementary district and part by the high school district. Pupils from both districts will be using all the facilities: science, physical education, shops, homemaking, et cetera.

The building program should be based on the estimated numbers of pupils and teachers that will occupy the facilities within the first three or four years of operation. The numbers of pupils have already been presented. The estimated number of teachers needed for the next five years is as follows:

<u>Year</u>	<u>Elementary Grades</u>		<u>High School</u>	<u>Total</u>
	<u>1-6</u>	<u>7-8</u>		
1963-64	13	0	0	19
1964-65	11	6	7	24
1965-66	14	6	8	28
1966-67	16	7	9	32
1967-68	19	7	10	36

The division of buildings to be erected by the elementary and high school districts can be determined by the Board. Several factors should be taken into consideration, including the acceptance by the community of special types of buildings for elementary or secondary purposes and the possible debt service that each district should share. Following the listing of all facilities needed for the new six-year secondary school plant a suggestion for a division of buildings between the elementary and high schools will be presented.

Proposed Buildings

Listed below are the rooms and other space requirements that are recommended for the new secondary school plant.

Regular Classrooms:

2 Core Classrooms for 7th & 8th grades - - - @900 ft ²	=	1,800 ft ²
2 English classroom @ 900 ft ² - - - - -	=	1,800 ft ²
2 Mathematics Classrooms @ 900 ft ² - - - - -	=	1,800 ft ²
1 Social Studies Classroom @ 900 ft ² - - - - -	=	900 ft ²
1 Business Education Classroom @ 900 ft ² - - - - -	=	900 ft ²
1 Foreign Language Classroom @ 900 ft ² - - - - -	=	900 ft ²
Total Space for Regular Classrooms- -	=	8,100 ft ²

Special Classrooms:

1 Typing-Shorthand @900 ft ² - - - - -	=	900 ft ²
1 General Science-Biology @ 1000 ft ² - - - - -	=	1,000 ft ²
1 Chemistry-Physics @ 1000 ft ² - - - - -	=	1,000 ft ²
1 Music, Vocal & Instrumental - - - - -	=	1,200 ft ²
1 Music Office-Library- - - - -	=	240 ft ²
1 Music Storage, Uniform, Instrument, etc.- - - - -	=	240 ft ²

3 Music Practice Rooms @ 100 ft ² - - - - -	=	300 ft ²
1 Homemaking- - - - -	=	1,200 ft ²
1 General Shop- - - - -	=	1,800 ft ²
Total Space for Special Classrooms		<u>7,880 ft²</u>

Special Instructional Space:

1 Instructional Materials Center- Library Reading Room =	1,200 ft ²
1 Library Office-Workrooms- - - - -	240 ft ²
1 Library Magazine Storage Room - - - - -	100 ft ²
1 Library Audio-Visual Room - - - - -	300 ft ²
1 Cafeteria Lunchroom - - - - -	2,400 ft ²
1 Cafeteria Kitchen - - - - -	300 ft ²
1 Cafeteria Storage - - - - -	280 ft ²
1 Cafeteria Dish Room - - - - -	140 ft ²
2 Cafeteria Public Toilets- - - - -	240 ft ²
1 Gymnasium Playing Court & Seating Area- - - - -	8,000 ft ²
1 Gymnasium Boys Showers & Lockers- - - - -	800 ft ²
1 Gymnasium Girls Showers & Lockers - - - - -	800 ft ²
2 Gymnasium Offices - - - - -	240 ft ²
1 Gymnasium Activity Room - - - - -	900 ft ²
2 Gymnasium Public Toilets- - - - -	240 ft ²
2 Storage Rooms - - - - -	800 ft ²
Total Space (Special Instruction)	<u>16,980 ft²</u>

Administrative Space:

1 Supt's. Office- - - - -180 ft ²	2 Counseling @100 - 200 ft ²
1 Supt's Sec.-Receptionist- -240 ft ²	1 Vault- - - - - 60 ft ²
1 Principal's Office- - - - -140 ft ²	1 Teachers' Workroom 240 ft ²
1 Principal's Sec'y.-Registrar 240 ft ²	Total Adm. Space 1,620 ft ²
1 Bookstore - - - - -160 ft ²	
2 Toilets @ 80- - - - -160 ft ²	

Buildings To Be Provided By Elementary District

It is suggested that the following buildings be provided by the Elementary District.

2 Core Classrooms (Grades 7 - 8)	1800 ft ²
General Shop	1800 ft ²
Gymnasium	<u>11,780 ft²</u>
Total	15,380 ft ²

Estimated Cost:

15,380 ft ² of usable space	
<u>2,200 ft² of walls, halls, toilets, etc.</u>	
17,580 ft ² @ \$10.00	\$175,800
Equipment @ 10% of construction	17,580
Architect's fee @ 6%	<u>10,548</u>
Total estimated cost	\$203,928

Ability To Finance Cost:

Sept. 1963 bonding capacity (10%)	\$320,000
Outstanding bonds (Sept. 1963)	<u>57,000</u>
Estimated capacity	\$263,000
Proposed bond issue	<u>\$204,000</u>
Unused capacity	\$ 59,000

Buildings To Be Provided By High School District.

The following buildings are suggested for the High School District:

7 Regular classrooms @ 900 ft ²	6,300 ft ²
4 Special classrooms	6,080 ft ²
2 Special Instructional Areas	5,200 ft ²
Administrative Space	<u>1,620 ft²</u>
Total usable space	19,200 ft ²

Estimated Cost:

19,200 ft ² of usable space	
<u>4,685 ft² of walls, hall, toilets, etc.</u>	
23,885 ft ² @ \$10	\$238,850
Equipment @ 20%	47,770
Architect's fee @ 6%	<u>14,321</u>
Total estimated cost	\$300,941

Ability To Finance Costs:

Sept. 1963 bonding capacity	\$320,000
Proposed bond issue	<u>300,000</u>
Unused capacity	\$ 20,000

Financing The Building Construction

The formation of the new high school district makes it possible for the Pinetop-Lakeside area to build a new plant. The acquisition of the 73 acre school site at no cost to the district makes it possible to use potential funds on buildings and grounds improvements. Several sources of money should be investigated before the sale of bonds. The only other potential monies of any consequence are Federal funds under P.L. 815. Inasmuch as the district has no high school facilities it would seem possible to secure federal assistance for all impact pupils. This might result in the receipt of about \$50,000 for building purposes. A survey of pupils should be made and an application should be filed if the Board wishes to consider this source of revenue.

It is proposed that bond elections for both the elementary and high school districts be called and that the following amounts be submitted to the electorate for approval:

Elementary District	\$204,000
High School District	300,000

It is recommended that consideration be given to the possibility of securing

federal assistance under P.L. 815 and that a survey be accomplished prior to the close of the school term this year. If it appears that the Board and community wish to apply for the funds to which they are entitled it is suggested that another survey of pupils be made at the beginning of the next school term and that the application be filed at the most appropriate time. Dates of acceptance of such applications make it impossible to file at the convenience of the school district in all cases.

If federal funds can be secured it will not be necessary to sell all of the bonds that might be approved at the election. The balance may be sold in future years when growth in pupil population makes mandatory the construction of additional facilities.

SUMMARY RECOMMENDATIONS

The major recommendations that have been made in this chapter are listed in numerical order.

1. The Lakeside School should be used for grades 1-6 after 1963-64 and no more than two or three additional classrooms should ever be added to the site.
2. The Pinetop School should be used for grades 1-6 after the school year 1963-64. No additional classrooms should be added to the present site.
3. The District should purchase a new 10 acre elementary school site in Pinetop and plan to move the present four-classroom school building to the site within a few years.
4. The District should consider selling the present Pinetop site within a few years.
5. Extensive site improvements should be accomplished at the Pinetop School. The main school building should be repainted.
6. In the development of the new secondary school site careful consideration should be given to the retention of good trees on the campus. The architect should plan the use so that the natural beauty can be retained.
7. Domestic water should be obtained from the local water utility company if an adequate supply can be obtained.
8. The library at the Lakeside School should be moved to a classroom in the main building after the school year 1963-64 and the old library building should be removed from the site.
9. The primary building at Lakeside is not adequate for classrooms purposes but can be converted into a bus garage.
10. A better custodial and maintenance program is needed at the Lakeside School.
11. Classrooms and hallways at the Lakeside School need paint. Paint to be used should have good light-reflecting qualities.

12. The roof on the gymnasium needs replacing.
13. In future building programs more attention should be given to proper insulation of walls so that the heat-loss will not be as great as is being experienced at the Lakeside School.
14. The Pinetop cafeteria's kitchen and storage areas should be enlarged by expanding into the main lunchroom.
15. Repairs to the single classroom building at Pinetop are urgently needed.
16. The Districts should plan for a new six-year secondary school plant for the new site.
17. A survey of federal impact children should be made to determine the extent that federal funds might be available for construction under P.L. 815.
18. Bond issues for both the Elementary and High School Districts should be presented to the people early in the fall of 1963. The proceeds should be used to construct the new six-year secondary school on the new 73 acre site.